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IDENTIFIERS *University of North Carolina

ABSTRACT

The fourth edition of the University of North Carolina's long-range plan, adopted in February 1981, is presented. The introductory chapter outlines the scope and necessity of long-range planning, relevant statutes, objectives, prior planning activities, and the preparation, scope, and content of this plan. An overview is given of the state of higher education in North Carolina in 1980-81, including enrollments, demographic trends, the University's organization, the community college system, private institutions, and enrollment projections for the University. A chapter covers mandates, duties, purposes, and objectives of the various parties to planning (legislature and board of governors). Instruction, research, and public service are discussed in some detail, with the academic program plan outlined for each public institution in the state. A chapter focuses on student services and student financial support, including future directions for programs. Financial policies, the budget process, and the current operations and capital improvements budgets are briefly outlined. The final chapter looks at evaluation and future planning: distribution of responsibility; state, regional, and institutional information resources; and a schedule for future planning. Institutional enrollment tables and program summary tables are appended. (MSE)

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LONG-RANGE PLANNING

1980-1985

U.S. DEPARTMENT OF HEALTH,
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THE UNIVERSITY OF NORTH CAROLINA
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ADOPTED, February 13, 1981

THE UNIVERSITY OF NORTH CAROLINA
Board of Governors

JOHN R. JORDAN, JR.
Chairman

February 13, 1981

The Governor of North Carolina
The President of the Senate
The Speaker of the House of Representatives
The Members of the Advisory Budget Commission

Gentlemen:

I transmit to you, and through you to the members of the General Assembly and other appropriate State officials, the revised long-range plan for higher education in North Carolina, which has been prepared as one of the legislatively-established functions of the Board of Governors of The University of North Carolina.

This is the fourth edition of the plan, which periodically will be revised, improved, and projected forward, so that the State at all times will have a plan for higher education extending several years into the future.

Much of the material included in this edition of the plan appeared earlier in the first, second, and third editions of the plan, but the sections of the plan have been rearranged, and outdated material has been eliminated. Of particular interest to you, will be the Academic Program Plans for the 16 campuses of The University of North Carolina, found in Chapter IV of the long-range plan.

The members of the Board and the President of The University and his staff are available to help you and all others who, in the course of their official duties, must give attention to the future of higher education in North Carolina. This plan has been prepared to help all of us, working together, to anticipate and provide for that future.

Respectfully yours,

John R. Jordan Jr.

John R. Jordan, Jr.
Chairman

THE UNIVERSITY OF NORTH CAROLINA *is composed of the sixteen public senior institutions in North Carolina*

An Equal Opportunity/Affirmative Action Employer

RESOLUTION

Be it resolved by the Board of Governors of The University of North Carolina:

1. The document entitled Long-Range Planning, 1980-1985 and the report on Nursing Education are adopted.

2. The President is requested to make such editorial improvements in the document as he finds necessary in the interest of accuracy and completeness and to have it printed and distributed.

Adopted February 13, 1981

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CHAPTER ONE

INTRODUCTION

A. The Necessity and Scope of Planning

1. Statutory Provisions

In the 1971 legislation reorganizing public senior higher education, the General Assembly provided that a major function of the Board of Governors of The University of North Carolina[1] would be to plan for the future of higher education in this State. The section defining the powers and duties of the Board of Governors states:

> The Board of Governors shall plan and develop a coordinated system of higher education in North Carolina. To this end it shall govern the 16 constituent institutions, . . . and to this end it shall maintain close liaison with the State Board of Education [now also with the State Board of Community Colleges], the Department of Community Colleges and the private colleges and universities of the State. The Board, in consultation with representatives of the State Board of Education and of the private colleges and universities, shall prepare and from time to time revise a long-range plan for a coordinated system of higher education, supplying copies thereof to the Governor, the members of the General Assembly, the Advisory Budget Commission and the institutions. [G.S. §116-11(1)]

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[1] Throughout this plan, the term "The University of North Carolina" or "The University" means the institution chartered by the General Assembly in 1789 and now provided for in the Constitution of North Carolina, Article IX, Sections 8-10, and G.S. §116-1 et seq. Literally, the statute (G.S. §116-3) declares that the

> Board of Governors of the University of North Carolina shall be known and distinguished by the name of 'the University of North Carolina' and shall continue as a body politic and corporate and by that name shall have perpetual succession and a common seal.

The University of North Carolina so defined by legislative action now comprises 16 constituent institutions. [G.S. §116-4]

Other provisions of the Reorganization Act carry less specific implications of planning responsibility and authority.

2. Governance, Coordination, and Planning

There are three sectors, or clusters, of institutions of higher education in North Carolina: The University of North Carolina, comprised of the public senior institutions, the public two-year institutions that compose the Community College System, and the independent colleges and universities that make up the private sector. The extent and limits of the planning authority of the Board of Governors over these three sectors must be recognized.

The Board of Governors has express authority to plan incident to developing "a coordinated system of higher education in North Carolina," but the Board has one type or quality of planning authority with respect to the 16 constituent institutions of The University and quite another with respect to the component institutions of the other sectors. The legislation gives the Board extensive powers to govern the public senior institutions to accomplish its objectives. Planning and governance are seen as necessary and complementary functions. Thus, within The University, the Board has authority not only to plan but also to see that its plans are implemented.

This express governing authority extends specifically and only to the 16 constituent institutions. It does not extend to the community colleges or to the private institutions. Nor does the Board of Governors have responsibility for the internal planning and coordination of the institutions within the other two sectors. Where changes may be needed in the community college sector or the private sector in order to achieve "a well-planned and coordinated system of higher education," the Board is in a position to advise and to consult with the institutions involved, but it does not have nor has it sought the specific authority to require conformity to its advice by private or community college institutions.

The planning responsibility of the Board of Governors includes the gathering and analysis of information on the needs of the State and of current and prospective students for the kinds of educational and related services that should be provided; the determination of the extent to which those identified needs should be met, and the means by which they should be met; the determination of the role and responsibility of The University and the educational mission of each of its constituent institutions; the determination of the resources required to carry out the programs found to be needed; and in the light of evaluated experience and a review of needs, the adoption and periodic revision of a comprehensive plan in which each of the constituent institutions will be given a well-defined role in conducting the educational activities that collectively constitute the program of The University.

The statutory responsibility for consultation and cooperation among the three sectors is clear, however, especially in regard to the preparation and revision of a long-range plan for a coordinated system of higher education. Standing and ad hoc committees and councils serve as channels for formal and informal consultation between institutions and sectors.

While in some aspects of their relationships to the Board of Governors the other two sectors are alike, in one major respect they are different: The 58 institutions of the Community College System are integral parts of a single, statewide system, responsible to the State President and a State-level governing board, the State Board of Community Colleges. This means that in matters of mutual concern to The University of North Carolina and the Community College System, the President and Board of Governors of The University have in that structure authoritative counterparts with which to deal. Furthermore, to facilitate consultation and cooperation between the two sectors, the State President of the Community College System and the President of The University of North Carolina have established a Joint Advisory Committee to consider and make recommendations to them on matters of mutual interest. A Liaison Committee, composed of four representatives of each of the three sectors, provides a useful forum for discussion and the development of recommendations with respect to matters of mutual concern to all three sectors. For some purposes, the North Carolina Association of Independent Colleges and Universities, to which all 38 private colleges and universities belong, and its Council of Trustees for Independent Higher Education undertake to speak for those institutions. Neither the Association nor the Council has any authority over the individual private institutions. Members of the Association staff work with members of The University staff on matters of mutual concern.

B. The Objectives of Long-Range Planning

The planning and governance responsibilities of the Board of Governors are declared by statute to have three principal objectives: to extend the benefits of higher education, to improve the quality of higher education, and to achieve a more economical use of resources committed to higher education. Concurrently, three basic public needs are implicitly designated to be served, within the limits of the resources available: (1) degree programs are to be offered as necessary to the higher education of eligible students, (2) research programs that advance the boundaries of knowledge are to be encouraged and supported, and (3) public service programs consistent with the higher education mission of The University are to be provided to the citizens of the State. Planning and evaluation are necessary means for effectively carrying out these purposes.

The long-range planning activities of the Board of Governors are based on these assumptions:

(1) A defined and regularized planning process will aid each constituent institution, the President, and the Board of Governors in the establishment of specific objectives and tasks, in the ordering of priorities to accomplish those tasks, and in responding more effectively to those needs which the State looks to its University to meet.

(2) A carefully-designed long-range plan, built upon comprehensive information resources and periodically revised to adapt to changing situations and needs, will more effectively inform the budgetary responsibilities assigned by statute to the Board of Governors, as well as all University policy decisions. Moreover, it will inform agencies external

to The University, and specifically the Governor, the Advisory Budget Commission, and the General Assembly, of the state of higher education, the tasks before The University, and the contributions of The University.

(3) The planning process must reflect for all of the constituent institutions sufficient consistency in planning structure, format, schedule, and methods for a coordinated effort and a coordinated plan to be accomplished.

Planning is a means to an end, not an end in itself. Its purpose is not to divert administrators, faculty, and staff of the institutions from the educational enterprise for which the institutions exist. Rather, its purpose is to assist them in meeting more effectively the educational responsibilities they carry. This fundamental consideration points to the need, first, to adapt and relate the internal planning processes of The University, and the associated data collections and analyses, to those informational and reporting obligations that The University has vis à vis various external agencies. To the extent this can be done, duplication of effort can be avoided and the administrative task simplified.

Second, the planning process itself must be adapted to changing needs and situations, so the process, as well as its substantive content, requires regular evaluation in the light of experience.

C. Prior Planning Activities, 1972-78

Planning has been a central concern of the Board of Governors since its establishment in 1972. During the first three years of its existence, the planning activities of the Board of Governors were directed, first, to special studies of immediate and pressing importance, rather than to the development of a comprehensive plan for higher education. These special studies included medical education, legal education, nursing education, veterinary medical education, a plan for strengthening the libraries of the 16 constituent institutions, and, in response to guidelines issued by the United States Department of Health, Education, and Welfare in connection with the Adams litigation, to the preparation of The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems that was accepted by the Department in June, 1974.

Early in 1974, the President initiated the preparation of a long-range, five-year (1976-81) plan for The University and its constituent institutions. Each Chancellor was asked to file with the President a proposed five-year plan for his institution, setting forth (among other things) the new program needs of his institution. The President and the Board of Governors reserved the authority to initiate program development planning with respect to particular problems and areas of need which they might identify.

While the five-year institutional plans were in preparation on the campuses, the General Administration staff proceeded with several studies and reports closely related to the five-year planning effort, including the Academic Program Inventory (1974) and College Enrollments and Projections in North Carolina, 1975-80.

On the basis of these institutional plans, filed by the Chancellors in the fall of 1974, the President's staff prepared a draft of the long-range plan which was reviewed, revised, and approved by the Board of Governors' Committee on Educational Planning, Policies, and Programs. The Board reviewed and adopted that initial plan and distributed it to the Governor, the members of the General Assembly, the Advisory Budget Commission, and other persons in April, 1976.

That initial long-range plan described higher education in North Carolina -- its development, its current organization, the resources committed to it, and the activities and services being provided by higher education. Although that first edition gave particular attention to the missions and to the academic program plans of the 16 constituent institutions of The University of North Carolina, it also contained sections on the Community College System and the private institutions.

One of the commitments made in the first (1976) edition of the long-range plan was that the plan would be updated annually. The second (1977) edition of the plan included revisions of the academic program plans and additional treatment of extension credit activities and public service programs.

Concurrently, the Board of Governors in June, 1976, completed and acted upon a special study of the five traditionally black institutions within The University.

During 1976-77, the constituent institutions and the General Administration carried out two extensive reviews of current programs in the discipline division of education and of baccalaureate programs in the health professions, required by the 1976 edition of the plan. The results of these studies were embodied in special reports and in the

1977 edition of the long-range plan. A description and analysis of remedial work underway in the constituent institutions was carried out during the same period.

The following year, 1977-78, witnessed the continuation and completion of the program evaluation in education and the evaluation of graduate-level programs in the health professions; both endeavors are reflected in special reports and in the third (1978) edition of the long-range plan.

In late 1977 and early 1978, a great deal of effort was put into the preparation of The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Higher Education Systems, Phase II: 1978-1983.

The 1978 edition of the long-range plan again reviewed and revised earlier editions, added a descriptive chapter on student services, and provided for biennial revision of the plan thereafter, with the next revision to be completed in 1980 for the period 1980-85.

D. Preparation of this Plan

As with previous editions, the preparation of this planning document has been a joint endeavor. At the President's request, each institution, under the direction of its Chancellor, developed and submitted a proposed institutional plan for the five-year period, 1980-85. The institutional plans contained: a description of the current status of the institution, including a statement of the mission and the functions of the institution as defined in Long-Range Planning, 1976-81 and as modified in subsequent editions of the plan, and an up-to-date table of organization for the institution and each of its major units; proposed changes in institutional mission; recommendations for the discontinuation of any authorized degree programs; status reports on all new degree programs previously authorized for planning; requests for authorization to plan additional new degree programs; requests for establishment of new colleges or professional schools or proposals for major reorganizations of existing colleges and schools, confirmation or revision of the information concerning student services which appeared in the 1978 edition of the plan and any changes in emphasis, programs, services, and organizational structure planned for the next five years in the student affairs area at the institution; a description of the scope of anticipated degree-related extension activities for the planning period; and a list of any degree programs proposed to be offered during 1981-82 through degree credit extension instruction and the location of all such courses and programs. These institutional plans were submitted by the Chancellors in April, 1980, and reviewed and evaluated by the President's staff.

This edition of the long-range plan also embodies or reflects the results of a dozen special planning studies and activities mandated

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by the Board of Governors earlier and completed by the President's staff since the fall of 1978.

After a thorough review of the proposed institutional plans, the completion of the necessary special studies, and appropriate consultations with representatives of the Community College System and of the private colleges and universities, the President's staff prepared a draft of the revised long-range plan, which was then reviewed and approved by the Committee on Educational Planning, Policies, and Programs of the Board of Governors. That Committee recommended the draft plan to the Board of Governors, which adopted it on February 13, 1981. It became effective immediately upon its adoption.

E. Scope and Content of Long-Range Plan

Chapter One of the plan is introductory, setting forth the mandate of the Board of Governors to plan and describing how this plan came into being.

Chapter Two is descriptive of higher education in North Carolina -- its development, its current organization, the resources committed to it, and the activities and services being provided by higher education. The chapter also sets forth the principal assumptions and projections upon which this planning effort has proceeded.

Chapter Three articulates the powers, duties, and purpose of the Board of Governors of The University of North Carolina and outlines the goals of higher education generally.

Chapter Four sets forth the general policies established by the Board of Governors in the areas of instruction, organized research, and public service. The principal focus of the Chapter is upon the institutional Academic Program Plans of the 16 constituent institutions.

Chapter Five describes policies in regard to student services and student financial support.

Chapter Six describes the financial policies and budget processes of The University.

Chapter Seven describes the processes by which all programs will be periodically evaluated and planning will be systematically carried on in the future.

CHAPTER TWO

HIGHER EDUCATION IN NORTH CAROLINA, 1980-81

A. An Overview

One of the first actions of the State of North Carolina after it declared independence in 1776 was to adopt a Constitution which directed in part that "all useful Learning shall be encouraged in one or more Universities." [Constitution of North Carolina, Sec. 41 (1776)] The General Assembly of 1789 responded to that mandate by chartering the University of North Carolina and endowing it with the escheats to which the State as sovereign was entitled.

For a century after 1776, the concept of "state university" had a meaning different from that of more recent times. It was not until 1881, for example, that the General Assembly gave further substance to the vision of 1776 by beginning biennial appropriations to the University. This it did in recognition of the fact that the University performs functions for the State and for society whose cost should not (and in fact cannot) be carried entirely by students and private benefactors. In 1877, the State established its second publicly-supported institution, now Fayetteville State University. The movement for the common schools, the land-grant college movement, and a growing recognition of the importance of higher education to the further development of the State led North Carolina to establish or acquire and provide modest appropriated support for additional public institutions, as well as for the University, during the closing years of the 19th and the beginning of the 20th centuries.

In the meantime, during the 1830's the principal religious denominations in the State initiated colleges of their own which soon were enrolling in the aggregate more students than did the University of North Carolina. By 1920, however, enrollments were almost equally distributed between the public and private institutions.

Since World War II, higher education, and other forms of postsecondary education, have come to play a new and fundamentally important role in State and national life. Today there are in this State 16 public senior institutions of higher education, 58 public community colleges and technical institutes, and 38 private colleges and universities. Collectively, these institutions provide a diversity of programs of higher education to the college-age youth of the State and to increasing numbers of older people.

The nature of the higher education enterprise today can best be summarized by indicating the types of institutions in existence and the enrollments in these institutions. The designations of types of institutions follow the classification system most widely used nationally, *i.e.*, the revised classification of institutions published by the Carnegie Council on Policy Studies in Higher Education in 1976.[1] Table 2-1 so classifies the institutions and shows their fall of 1979 enrollments, and Figure II-1 shows their locations.

Each component of this higher education structure -- The University of North Carolina, the Community College System, and the private institutions -- is described in later sections of this chapter.

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[1] Carnegie Council on Policy Studies in Higher Education, *A Classification of Institutions of Higher Education*. *Revised edition*. (Berkeley, Calif.: Carnegie Foundation for the Advancement of Teaching, 1976).

TABLE 2-1

INSTITUTIONS OF HIGHER EDUCATION IN NORTH CAROLINA, FALL 1979[a]

	PUBLIC			PRIVATE	
	1. Research Universities I				
1.	N.C. State Univ. at Raleigh	19,516	1.	Duke University	9,531
2.	UNC-Chapel Hill	20,784			
	Subtotal	40,300			9,531
	2. Doctoral Granting Universities II				
1.	UNC-Greensboro	9,925		(No comparable Private Institutions)	
	Subtotal	9,925			
	3. Comprehensive Universities and Colleges I				
1.	Appalachian State Univ.	9,242	1.	Elon	2,501
2.	East Carolina University	12,874	2.	Wake Forest University	4,736
3.	N.C. Agricultural and Technical State University	5,407			
4.	N.C. Central University	4,917			
5.	UNC-Charlotte	8,945			
6.	Western Carolina University	6,274			
	Subtotal	47,659			7,237
	4. Comprehensive Universities and Colleges II				
1.	Elizabeth City State Univ.	1,524	1.	Atlantic Christian	1,642
2.	Fayetteville State Univ.	2,281	2.	Campbell University	2,322
3.	Pembroke State University	2,231	3.	Guilford	1,673
4.	UNC-Asheville	1,893	4.	Johnson C. Smith Univ.	1,410
5.	UNC-Wilmington	4,258	5.	Mars Hill	1,958
6.	Winston-Salem State Univ.	2,224	6.	St. Augustine's	1,765
	Subtotal	14,411			10,770
	5. Liberal Arts Colleges I				
	(No comparable Public Institutions)		1.	Davidson	1,379
			2.	Salem	650
	Subtotal				2,029
	PUBLIC			PRIVATE	
	6. Liberal Arts Colleges II				
	(No comparable Public Institutions)		1.	Barber-Scotia	338
			2.	Belmont Abbey	777
			3.	Bennett	622
			4.	Catawba	976
			5.	Gardner-Webb	1,422
			6.	Greensboro	676
			7.	High Point	1,228
			8.	Lenoir Rhyne	1,291
			9.	Livingstone	938
			10.	Meredith	1,549
			11.	Methodist	924
			12.	N.C. Wesleyan	737
			13.	Pfeiffer	844
			14.	Queens	624
			15.	Sacred Heart	475
			16.	St. Andrews	627
			17.	Shaw University	1,389
			18.	Warren Wilson	508
			19.	Wingate	1,501
	Subtotal				17,446

7. Two-Year Colleges and Institutes

1.	Beaufort County	140	1.	Brevard	722
2.	Caldwell	342	2.	Chowan	1,108
3.	Central Piedmont	2,594	3.	Lees-McRae	714
4.	Coastal Carolina	820	4.	Louisburg	710
5.	College of Albemarle	494	5.	Montreat-Anderson	431
6.	Craven	343	6.	Mount Olive	368
7.	Davidson County	799	7.	Peace	492
8.	Gaston	1,154	8.	St. Mary's	321
9.	Halifax	139			
10.	Isothermal	450			
11.	Lenoir	545			
12.	Martin	121			
13.	Mitchell	414			
14.	Pitt	108			
15.	Rockingham	738			
16.	Sandhills	554			
17.	Southeastern	408			
18.	Surry	637			
19.	Tri-County	200			
20.	Vance-Granville	184			
21.	Wayne	580			
22.	Western Piedmont	343			
23.	Wilkes	407			
	Subtotal	12,514[b]			4,866

8. Schools of Art, Music, and Design

1. N.C. School of the Arts	451	(No comparable Private Institutions)	
Subtotal	451		
Total Enrollment Public	125,260	Private	51,879

Public Institutions	125,260
Private Institutions	51,879
Total	177,139

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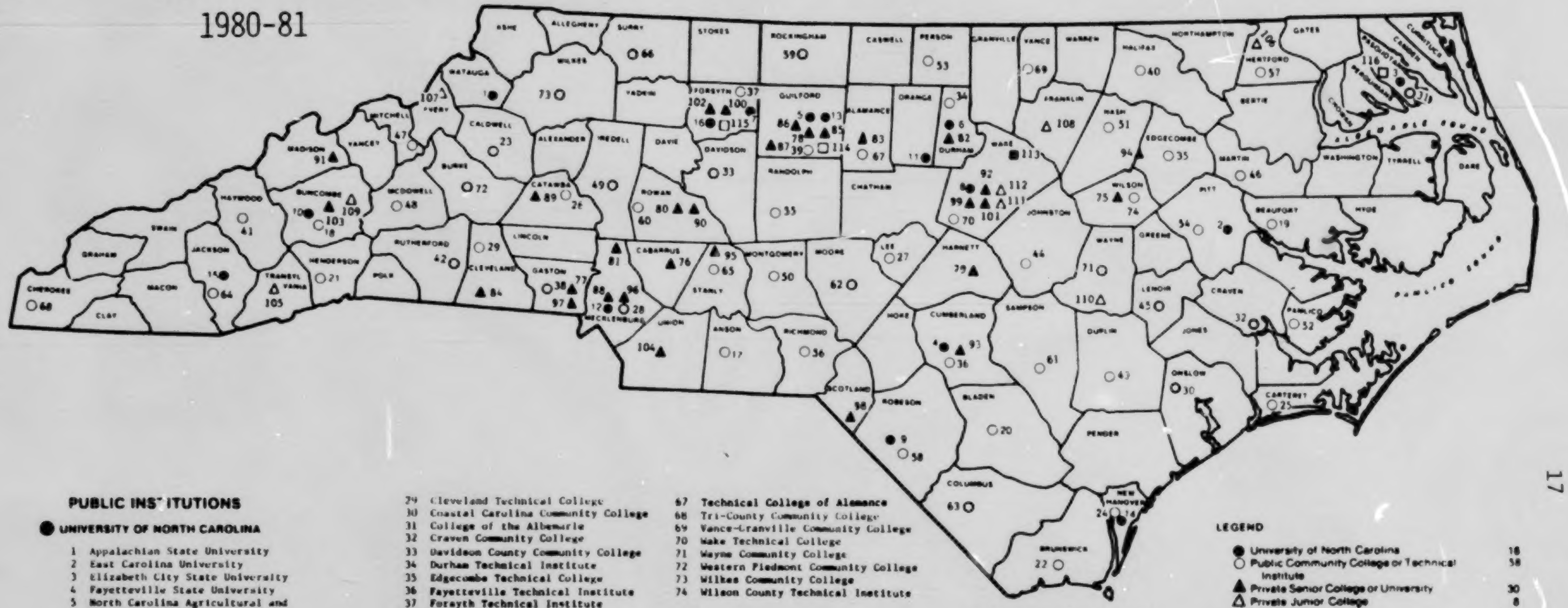
[a] All enrollment figures reflect fall 1979 headcount. UNC military centers, theological seminary, Bible colleges, and technical institutes and colleges are omitted. Excludes extension credit enrollment.

[b] College transfer students only.

NORTH CAROLINA
Post-Secondary Institutions
1980-81

Figure II-1



ASHE
ALLEGHENY
SURRY
STOKES
ROCKINGHAM
CASWELL
PERSON
GRANVILLE
VANCE
WARREN
HALIFAX
NORTHAMPTON
GATES
HERTFORD
CURRITUCK
CAMDEN
PASQUOTANK
PERQUIMANS
CHOWAN
BERTIE
WATAUGA
WILKES
YADKIN
FORSYTH
GUILFORD
ALAMANCE
ORANGE
DURHAM
FRANKLIN
NASH
EDGECOMBE
MARTIN
WASHINGTON
TYRRELL
DARE
AVERY
MITCHELL
YANCEY
MADISON
CALDWELL
ALEXANDER
IREDELL
DAVIE
DAVIDSON
RANDOLPH
CHATHAM
WAKE
JOHNSTON
WILSON
PITT
BEAUFORT
HYDE
BURKE
McDOWELL
BUNCOMBE
HAYWOOD
SWAIN
GRAHAM
CATAWBA
ROWAN
LINCOLN
RUTHERFORD
CLEVELAND
GASTON
CABARRUS
STANLY
MONTGOMERY
MOORE
LEE
HARNETT
WAYNE
GREENE
LENOIR
CRAVEN
PAMLICO
JACKSON
HENDERSON
POLK
TRANSYLVANIA
MACON
CHEROKEE
CLAY
MECKLENBURG
UNION
ANSON
RICHMOND
HOKE
CUMBERLAND
SAMPSON
DUPLIN
JONES
ONSLOW
CARTERET
SCOTLAND
ROBESON
BLADEN
PENDER
COLUMBUS
NEW HANOVER
BRUNSWICK
ALBEMARLE SOUND
PAMLICO SOUND

PUBLIC INSTITUTIONS

● **UNIVERSITY OF NORTH CAROLINA**

1 Appalachian State University
2 East Carolina University
3 Elizabeth City State University
4 Fayetteville State University
5 North Carolina Agricultural and Technical State University
6 North Carolina Central University
7 North Carolian School of the Arts
8 North Carolina State University at Raleigh
9 Pembroke State University
10 University of North Carolina at Asheville
11 University of North Carolina at Chapel Hill
12 University of North Carolina at Charlotte
13 University of North Carolina at Greensboro
14 University of North Carolina at Wilmington
15 Western Carolina University
16 Winston-Salem State University

○ **COMMUNITY COLLEGES AND TECHNICAL INSTITUTES**

17 Anson Technical College
18 Asheville-Buncombe Technical College
19 Beaufort County Community College
20 Bladen Technical College
21 Blue Ridge Technical College
22 Brunswick Technical College
23 Caldwell Community College and Technical Institute
24 Cape Fear Technical Institute
25 Carteret Technical College
26 Catawba Valley Technical College
27 Central Carolina Technical College
28 Central Piedmont Community College
29 Cleveland Technical College
30 Coastal Carolina Community College
31 College of the Albemarle
32 Craven Community College
33 Davidson County Community College
34 Durham Technical Institute
35 Edgecombe Technical College
36 Fayetteville Technical Institute
37 Forsyth Technical Institute
38 Gaston College
39 Guilford Technical Institute
40 Halifax Community College
41 Haywood Technical College
42 Isothermal Community College
43 James Sprunt Technical College
44 Johnston Technical College
45 Lenoir Community College
46 Martin Community College
47 Mayland Technical College
48 McDowell Technical College
49 Mitchell Community College
50 Montgomery Technical Institute
51 Nash Technical Institute
52 Pamlico Technical College
53 Piedmont Technical College
54 Pitt Community College
55 Randolph Technical College
56 Richmond Technical College
57 Roanoke-Chowan Technical Institute
58 Robeson Technical College
59 Rockingham Community College
60 Rowan Technical College
61 Sampson Technical College
62 Sandhills Community College
63 Southeastern Community College
64 Southwestern Technical College
65 Stanly Technical College
66 Surry Community College
67 Technical College of Alamance
68 Tri-County Community College
69 Vance-Granville Community College
70 Wake Technical College
71 Wayne Community College
72 Western Piedmont Community College
73 Wilkes Community College
74 Wilson County Technical Institute

PRIVATE INSTITUTIONS

▲ **SENIOR COLLEGES AND UNIVERSITIES**

75 Atlantic Christian College
76 Barber-Scotia College
77 Belmont Abbey College
78 Bennett College
79 Campbell University
80 Catawba College
81 Davidson College
82 Duke University
83 Elon College
84 Gardner-Webb College
85 Greensboro College
86 Guilford College
87 High Point College
88 Johnson C. Smith University
89 Lenoir Rhyne College
90 Livingstone College
91 Mars Hill College
92 Meredith College
93 Methodist College
94 North Carolina Wesleyan College
95 Pfeiffer College
96 Queens College
97 Sacred Heart College
98 St. Andrews Presbyterian College
99 Saint Augustine's College
100 Salem College
101 Shaw University
102 Wake Forest University
103 Warren Wilson College
104 Wingate College

△ **JUNIOR COLLEGES**

105 Brevard College
106 Chowan College
107 Lees-McRae College
108 Louisburg College
109 Montreat-Anderson College
110 Mount Olive College
111 Peace College
112 St. Mary's College

■ **THEOLOGICAL SEMINARY**

113 Southeastern Baptist Theological Seminary

□ **BIBLE COLLEGES**

114 John Wesley College
115 Piedmont Bible College
116 Roanoke Bible College

LEGEND

● University of North Carolina	16
○ Public Community College or Technical Institute	58
▲ Private Senior College or University	30
△ Private Junior College	8
Subtotal	112
■ Theological Seminary	1
□ Bible College	3
Total	116

B. Higher Education Enrollments: Recent Trends and Characteristics

Higher education enrollments in the United States increased by more than 200 percent during the past two decades from 3.6 million students in 1960 to an estimated 11.7 million in 1979. In absolute terms, about 60 percent of that increase occurred during the decade 1960-69, and 40 percent during the decade 1970-79. In relative terms, enrollments increased 126 percent during the 1960's and 36 percent during the 1970's. Thus, there has been a slowing of enrollments nationally in recent years, both in absolute numbers and in rate of growth.

In North Carolina, as in the nation, higher education enrollments have grown significantly in the past two decades. Between 1960 and 1979 North Carolina college and university enrollments rose by 168 percent, increasing from 67,573 students in 1960 to 180,834 students in 1979. Unlike the national growth picture, however, there was not so great a disparity between the increases of the 1960's and those of the 1970's, with 57 percent of the absolute growth coming in the earlier decade and 43 percent in the latter. The strength of North Carolina's growth enrollment pattern in the 1970's as compared with the national pattern suggests that the State will not experience the enrollment downturn expected nationally in the 1980's.

Table 2-2 presents headcount enrollment information for North Carolina higher education at ten-year intervals from 1950 through 1979.

Table 2-2

HEADCOUNT ENROLLMENT TRENDS IN NORTH CAROLINA HIGHER EDUCATION
Fall 1950 - Fall 1979

Decade	Enrollments Beginning		Enrollments End	Increase for Decade	% Increase for Decade	Average Annual Increase for Decade
1950-59	44,742	to	63,388	18,646	41.7	4.2%
1960-69	67,573	to	132,135	64,562	95.5	9.5%
1970-79	140,485	to	180,834	40,349	28.7	2.9%

Analysis of enrollments by type of institution reveals that the rate of growth was significantly greater in the public sector than in the private sector of higher education. Table 2-3 indicates the headcount enrollment growth by sector, 1950-1979.

Table 2-3

ENROLLMENT TRENDS IN NORTH CAROLINA HIGHER EDUCATION BY CONTROL OF INSTITUTION
Fall 1950 - Fall 1979

Control	1950	1959	% Inc. 1950-59	1960	1969	% Inc. 1960-69	1970	1979	% Inc. 1970-79
Public	23,870	33,063	38.5	35,894	84,427	140.8	92,597	127,078	37.2
Private	20,872	30,325	45.3	31,679	47,708	50.6	47,888	53,756	12.3
Total	44,742	63,388	41.7	67,573	132,135	95.5	140,485	180,834	28.7

In the fall of 1979, the total headcount enrollment in all North Carolina public and private colleges and universities (including military centers, seminaries, and Bible colleges) was 180,834. Of this total, 70.3 percent of the students were enrolled in public institutions and 29.7 percent were enrolled in private institutions. The proportion of students choosing public institutions grew slowly but steadily from 1958 (when the enrollment was almost evenly divided) to 70 percent in 1976 where it has remained. By contrast, at the national level public institutions have enrolled 78 percent of the students annually and the private institutions have enrolled 22 percent since 1974.

While the private sector has lost proportionately over the past two decades, it has, however, gained absolutely -- an increase in enrollments of 22,077 students, or 69.7 percent, from 1960 through 1979. Enrollment data for the fall of 1979 indicate that the public sector as a whole gained about 4.0 percent between 1978 and 1979, while the private sector grew by 2.9 percent.[2]

Approximately 78.4 percent of all the college students enrolled in this State in the fall of 1979 were North Carolina residents. In the public sector, about 87.6 percent of the students were from North Carolina and 12.4 percent were from other states, down from a peak of 20.2 percent non-residents in 1967. Private institutions drew 56.8 percent of their students from North Carolina and 43.2 percent from other states in 1979, a pattern that has changed little in a decade.

The percentage of North Carolina residents remaining in North Carolina for their college education at all levels rose from about 76 in the early

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[2] The source for national enrollment data is 1980 Fact Book for Academic Administrators (Washington, D. C.: American Council on Education, 1980) and for state enrollment data is Statistical Abstract of Higher Education in North Carolina, 1979-80 (Chapel Hill, N. C.: The University of North Carolina, 1980). The latter provides much detail on current enrollment and historical trends.

1930's to 89 in 1975, and that proportion is continuing to increase. For example, the State Demographer estimates that only about four percent of the graduates of North Carolina high schools now go out of state for their education, and that North Carolina continues to be a net importer of students. Data from the Center for Educational Statistics indicate that North Carolina ranked ninth nationally as a net importer of "new" students.[3]

Ten years ago, undergraduate students comprised 88.5 percent of total enrollment and graduate and first professional 11.5 percent. The distribution by level in 1979 was 85.2 percent undergraduate and 14.8 percent graduate and first professional. Table 2-4 shows the actual distribution of fall enrollments by level for the years 1969, 1974, and 1979.

Table 2-4

HEADCOUNT ENROLLMENT IN NORTH CAROLINA
HIGHER EDUCATION 1969, 1974, and 1979
BY ACADEMIC LEVEL

	Undergraduate		Graduate & 1st Professional	
Year	Number	Percent	Number	Percent
1969	116,921	88.5	15,214	11.5
1974	135,153	85.7	22,525	14.3
1979	154,098	85.2	26,736	14.8

During the past decade the number of undergraduate students increased from 116,921 to 154,098, an absolute increase of 37,177 and a gain of 31.8 percent. During the same period, graduate and first professional students increased from 15,214 to 26,736, an increase of 11,522 students and 75.7 percent. Much of the growth in statewide graduate and first professional enrollment has been due to the large increase in North Carolina residents going on to advanced study in the public sector. Between 1969 and 1979, graduate and first professional enrollment in the public sector institutions offering such programs has grown by 8,863 students -- a 78.4 percent increase. During the same period, the private institutions offering such programs increased their graduate and first professional enrollment by about 68.1 percent.

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[3] Only the preliminary results of the NCES survey had been received at the time this plan was adopted.

C. Demographic Characteristics and Trends

Higher education in North Carolina exists primarily to serve the people of this State. Therefore, the characteristics of the State's population -- its numbers, age structure, race and sex divisions, residence and migration patterns, educational attainment level, employment, and income level and the trends with respect to those factors -- are relevant to the kinds of instructional and other services that citizens will be expecting institutions of higher education to provide.

Rather than an exhaustive treatment of North Carolina population trends, this section indicates a few of the current and developing features of North Carolina's population which have particular bearing on the future of its institutions of higher education.[4]

In 1978, North Carolina's estimated population of 5,557,000 ranked it eleventh in the nation and second in the Southeast and made up 2.6 percent of the national population. The State's estimated growth during the period 1970-1978 has been 9.6 percent, slightly above the national growth rate of about seven percent for this decade.

North Carolina's median age increased from 25.5 in 1960 to 26.5 in 1970, and is projected to rise to 29.4 in 1980 and 32.8 in 1990. This expected increase in age of the State's population is due in part to the decreased birth rate in the State. North Carolina's current birth rate is about 15 live births per 1,000 population, about the same as the national birth rate, and considerably below the rates for the 1940's, 1950's, and early 1960's.

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[4] The sources of data for this section are: Update North Carolina Population Projections (Raleigh, NC: Office of State Budget and Management, Demographic Research, June, 1980) and North Carolina State Government Statistical Abstract, 1979 (Raleigh, NC: Office of State Budget and Management, Research and Planning Services, fourth edition).

A preliminary estimate of the 1980 North Carolina population by the Bureau of the Census shows that it has increased to 5,846,000 -- an amount which is 2.3 percent higher than the State's most recent projection for 1980 and ranks tenth nationally. This unexpected increase means that net in-migration during the 1970's has been higher than expected and that North Carolina's population growth during this period -- 14.6 percent -- has been higher compared to 8.0 percent which had been forecast for the nation. Although the precise effect of this unexpected net in-migration on the State's population of 18-24 year olds is uncertain, it can be expected that a disproportionate share of net in-migrants will fall into this age group. Continued high net in-migration during the 1980's would serve to offset somewhat the projected decline in the 18-24 year age group.

Despite shifts of the population from rural to urban areas, the State's population is still predominantly rural in residence. In 1977, about 53 percent of the State's population lived in rural areas. (In 1960, rural residents made up 60 percent of the total population, and in 1970, 55 percent.) North Carolina ranked 46th nationally in 1970 in its percentage of urban residents, with 45 percent urban compared to a national figure of 74 percent urban residents. This relatively high percentage of rural residents presents special challenges for higher education, because rural students have needs that are somewhat different from those of urban students. For example, rural students tend to come from families with fewer years of higher education and lower incomes than do urban students. Their high school graduation rates and college going rates usually are significantly lower than those of urban students, and they tend to score lower on the commonly-administered college entrance examination.

The relatively low percentage of urban residents in North Carolina masks a significant fact: the tendency of the population of the State to concentrate in several rapidly-growing urban centers, drawn in part from other (and generally less populous) areas of this State and in part from other states. While no metropolis predominates or seems likely to do so, the eight most populous counties now contain more than 36 percent of the population of North Carolina. The increase in size of some of them derives from growth tendencies of long-established population centers such as Charlotte; the increase of others is based on more recently active growth centers such as Fayetteville. Associated with these population concentrations are emerging industrial-commercial-governmental complexes which create demands for new and accessible higher education services to which colleges and universities must be responsive.

In 1978, preliminary estimates of per capita personal income made by the Department of Commerce showed that North Carolina's estimate of $6,607 ranked 41st in the nation and was 85 percent of the national figure of $7,810. Similarly, the 1975 Survey of Income and Education, conducted by the Bureau of Census indicated that North Carolina's median family income of $11,834 ranked 45th in the nation,[5] and that North Carolina ranked 10th in terms of the percentage of its families having incomes below the poverty level as defined by the Social Security Administration. The survey further revealed that the percentage of the State's population having no postsecondary schooling was 75.3, compared to the national percentage of 70.7.

Income and educational level are two closely-related demographic variables that are useful in assessing the general status of the State's population with respect to extant and potential educational needs. Low income has traditionally been a factor impeding higher levels of educational attainment. Similarly, the lack of education has been an important factor in explaining low incomes. North Carolina's population is characteristic of this relationship between income and educational attainment. Taken together, these factors go far in explaining the relatively low college going rate in North Carolina as compared to the nation. As the income and educational attainment levels of North Carolinians continue to rise relative to the nation, this disparity in college going rates should continue to diminish.

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[5] Prepared from 1975 Survey of Income and Education User Tape.

D. The University of North Carolina

1. Development to 1980

The University of North Carolina was authorized by the State Constitution of 1776 and chartered by the General Assembly of 1789. [Laws 1789, ch. 20.] In 1868, the new State Constitution gave more explicit recognition to the University, as did an 1873 constitutional amendment. Throughout that period, the University at Chapel Hill was the only State-supported institution of higher education in North Carolina.

Between 1877 and 1969, the General Assembly created or acquired for the State the other 15 institutions that are today part of The University of North Carolina. Those institutions, identified by their current titles and the dates when they became State institutions, are: Fayetteville State University (1877), North Carolina State University at Raleigh (1887), Pembroke State University (1887), The University of North Carolina at Greensboro (1891), North Carolina Agricultural and Technical State University (1891), Elizabeth City State University (1891), Western Carolina University (1893), Winston-Salem State University (1897), Appalachian State University (1903), East Carolina University (1907), North Carolina Central University (1923), North Carolina School of the Arts (1963), The University of North Carolina at Charlotte (1963), The University of North Carolina at Asheville (1963), and The University of North Carolina at Wilmington (1963).

Until 1931, the University of North Carolina was a one-campus institution. By the Public Laws of 1931, Chapter 202, however, the General Assembly "consolidated and merged" the University of North Carolina [at Chapel Hill], North Carolina State College of Agriculture and Engineering, and the North Carolina College for Women into "The University of North

Carolina." The 100 members of the University Board of Trustees, which governed all three institutions, continued to be elected by the General Assembly, as they had been since 1804.

The General Assembly of 1955 established the North Carolina Board of Higher Education and gave it general planning and coordinating authority with respect to the public institutions of higher education.

In 1957, the General Assembly revised the statutes with respect to the nine senior public institutions outside The University of North Carolina, achieving uniformity with respect to the size, mode of selection, and authority of their Boards of Trustees (all of whose members were chosen by the Governor with legislative confirmation). The 1957 act redefined the missions of those nine institutions somewhat more broadly and consistently than they had been defined earlier, but retained a strong emphasis on their responsibility for the preparation of teachers and administrators for the public schools. All racial designations of institutions were repealed at the same time.

The Governor's Commission on Education Beyond the High School, a temporary study group, sponsored the Higher Education Act of 1963, which established the legal and organizational framework within which public postsecondary education functioned for several years. The community colleges and the closely related industrial education centers and technical institutes were then combined to form the Community College System and placed under the governing authority of the State Board of Education. The Board of Higher Education, with some modification of membership, was retained as the coordinating agency for the public senior institutions.

In 1970, the voters of the State adopted a new State Constitution which took effect the following year. Whereas the Constitution of 1868 had merely acknowledged the existence of The University of North Carolina, the Constitution of 1971 commanded it, providing:

> The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. [Constitution of North Carolina, Article IX, Section 8 (1971)]

The work of a special committee created by the Governor late in 1970 led to the Higher Education Reorganization Act of 1971, which "redefined" The University of North Carolina to comprise 16 institutions, including the six that were then a part of The University of North Carolina, the nine "regional universities," and the School of the Arts. To the Board of Governors of The University, the General Assembly granted extensive powers of government over the 16 constituent institutions. The former Board of Higher Education was abolished and its functions were absorbed by the Board of Governors. Separate institutional Boards of Trustees were provided for, but with virtually all their powers to be held on delegation from the Board of Governors.

The Higher Education Reorganization Act of 1971 "redefined" The University of North Carolina and "redesignated" the constitutional Board of Trustees of The University of North Carolina as the "Board of Governors of The University of North Carolina." Thus, The University of North Carolina is today the same legal entity that was created in 1789, despite changes in the name of its governing board, the number of its campuses, its size and scope, and almost every other particular aspect of the institution.

2. Current Organization of The University of North Carolina

a. Board of Governors

The Board of Governors of The University of North Carolina today consists of 32 members, serving overlapping terms of eight years. The statutes provide detailed guidance for the election of members of the Board. No member may serve more than two successive full terms. [G.S. §116-6,7] The Chairman is elected biennially by the Board from its membership and no person may serve as Chairman more than four years in succession. [G.S. §116-8]

The Board of Governors must "govern the 16 constituent institutions" and has comprehensive duties and powers for the control, supervision, management and governance of all affairs of the 16 constituent institutions of The University, together with the responsibility to develop, prepare, and present a single, unified budget for all of public senior higher education, and to approve the establishment of any new public senior institution. [G.S. §116-11(1), 11(2)]

In recognition of the need for some decentralization of authority within The University, the Board of Governors is authorized to delegate any of its powers to the institutional Boards of Trustees or, through the President, to the Chancellors. [G.S. §116-11(13)] One of the first actions of the Board after taking office in July, 1972 was to make extensive delegations to Boards of Trustees and Chancellors. The Board retains all powers not specifically given to the institutional Boards of Trustees. [G.S. §116-11(14)]

Further details concerning the powers, duties, and organization of the Board of Governors are provided in Chapters Three and Seven below.

b. General Administration

The 1971 statute provides for the office of President of The University of North Carolina, and declares that "[h]e shall be the chief administrative officer of the University." [G.S. §116-14(a)] The statutes and the Code provide more detail with respect to his duties, but there is little of substance to add to that broad, basic assignment of duty.

The administrative organization of the General Administration established by the President includes a Vice President for Academic Affairs who is also Senior Vice President, a Vice President for Finance, a Vice President for Planning, a Vice President for Research and Public Service Programs, and a Vice President for Student Services and Special Programs, each of whom heads a division with corresponding titles, and a Secretary of the University who heads the secretariat of the Board. Further details concerning the duties of the President and the administrative organization of the General Administration are provided in Chapter Seven.

c. Constituent Institutions of The University of North Carolina

The 1971 Reorganization Act established virtually identical statutory structures for each of the 16 constituent institutions of The University of North Carolina and, with very few exceptions, endowed them with virtually identical statutory functions. This was possible because the statutes leave the internal design of the institutions and the definition of their program responsibilities almost entirely to the Board of Governors.

Each Board of Trustees of a constituent institution now consists of eight members elected by the Board of Governors, four appointed by the

Governor of the State, and the President of the student government, who serves ex officio.

The Chancellor of each constituent institution is elected by the Board of Governors on nomination by the President, who must choose from among two or more candidates recommended to him by the Board of Trustees. [G.S. §116-11(4)] The Chancellor serves at the pleasure of the Board of Governors, as does the President.

The statutes assign few duties to the Boards of Trustees of the constituent institutions. They nominate to the President persons to fill the chancellorship. [G.S. §116-11(4)] The statutory provision that "[t]he Board [of Governors] shall possess all powers not specifically given to institutional boards of trustees" limits the augmentation of the powers of the Boards of Trustees by implication [G.S. §116-11(14)] and leaves the functional significance of the Board of Trustees to be determined by the Board of Governors. The Code adds virtually nothing to the statutory statement. As one of its first acts, however, the Board of Governors adopted a resolution delegating extensive authority to the institutional boards.

The Chancellor is the administrative and executive head of the institution and is responsible to the President for the administration of the institution, including the enforcement of the decisions, actions, policies, and regulations of the Board of Governors applicable to the institution. (For further details on the duties and responsibilities of the Chancellors and institutional Boards of Trustees, see Chapter Seven.)

3. The Resources of the Constituent Institutions of The University of North Carolina

a. Human Resources

The ability of each constituent institution to contribute needed programs of instruction, research, and public service is dependent upon the quality and quantity of the resources available to the institution and upon the effective use of those resources. The most important of these are its human resources -- the students, the faculty, and the administrative staff.

(1) Students

The basic contributions of The University to the State and to the nation are made through its students and their individual contributions through life as citizens and in their chosen vocations.

For The University of North Carolina, total headcount enrollment for the fall of 1979 increased by 3.3 percent over that for the fall of 1978, or from 109,164 in 1978 to 112,746 in 1979. (The three military centers are not included in these figures.) There were 92,940 undergraduates, 15,119 students enrolled in master's programs (including unclassified students regardless of level of graduate study), 1,934 enrolled in first professional programs, and 2,753 enrolled in doctoral programs in 1979.

The number enrolled in graduate and first professional programs increased by 2.3 percent from 1978, or from 19,367 in 1978 to 19,806 in 1979, a gain of 439 students.

There were 55,198 men and 57,548 women enrolled. The percentage of female enrollment in The University has increased from 42.0 in 1969 to 51.0 in 1979.

In 1979, on the average, male and female undergraduates were about the same age. At the graduate level both sexes tended to be about eight years older than their undergraduate counterparts, and part-time graduate students about four years older than full-time graduate students. Overall, about three-fourths of the student population fell in the traditional 18-24 college-age population. A clear trend is emerging for older students to enroll in the constituent institutions.

From 1969 to 1979, the proportion of part-time students grew from 14.9 percent to 22.1 percent, more than a doubling in the number of individuals enrolled (11,049 to 24,884) and indicative of the expanded efforts to serve the non-traditional college-age population. The great majority, 86.9 percent, were residents of North Carolina.

Out-of-state enrollment in the constituent institutions has levelled off at approximately 13 percent of total enrollments and has remained relatively constant since 1973.

Black students enrolled in The University in the fall of 1979 numbered 21,263 or 18.8 percent of the total enrollment. At the time of the 1970 Census of Population, blacks composed 22.2 percent of the State's population. In 1979, of all graduates of North Carolina high schools, 27.0 percent were black, closely approximating the percentage of blacks who were 18 years old. From 1972 through 1979, black enrollments in The University have increased by about 6,823, or a 47 percent increase in seven years. (During the same period, non-black enrollments increased 16,475, or 22.0 percent.) In 1979, three out of every ten black students (32.1 percent) enrolled in The University were on traditionally white campuses, as compared with 16 percent in 1972, and that percentage continues to grow.

(2) Faculty and Administrative Staff

There are two groups of University employees. The largest numbers of University employees are individuals subject to the State Personnel Act (SPA), and who are in secretarial, clerical, technical, and some managerial and professional positions.

"EPA personnel" are those employees who are exempt from the State Personnel Act. This category includes instructional and research staff, senior academic and administrative personnel (a substantial number of whom also have faculty appointments), and several other groups of non-faculty academic personnel. In the EPA category there are significant numbers of faculty members and other academic personnel who are supported in whole or in part from grants, contracts, receipts, and other non-appropriated sources.

The efficiency and effectiveness of an institution are dependent upon the performance and commitment of students and of all groups of employees -- faculty, administration, and supporting staff. A university's quality and character are fundamentally dependent upon the qualifications, industry, and commitment of its faculty. No other resource has the direct involvement and influence that the faculty has in determining the standards that govern the performance of basic University responsibilities and its fundamental contributions in teaching, research, and public service. A primary obligation of each constituent institution, therefore, is to work to recruit and retain the best qualified faculty that it can.

The 6,722 full-time instructional faculty for all constituent institutions were distributed by rank in October, 1979, as follows:

Table 2-5

FULL-TIME FACULTIES OF THE CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA BY RANK
FALL 1979

Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Other	Total
1,884	1,779	1,987	540	455	77	6,722

*The data include persons designated as instructional faculty and those administrative personnel having academic rank who were, in the fall semester, 1979, engaged half-time or more in instruction or research.

While all appointments and promotions resulting in the conferral of permanent tenure must be approved by the Board of Governors, the Board has adopted no policies with respect to the rank structure of any of the constituent institutions or the number or proportion of faculty members who may be given permanent tenure.

One basic measurement of the quality of the faculty of an institution is the earned degrees of its members. Generally, institutions should seek to bring to their faculties individuals having the appropriate highest earned degree in their fields of teaching and research. In most instances this will be the doctorate or the first professional degree. There are important general exceptions, as in such fields as the performing arts where a master's degree may be the appropriate terminal degree. Further, there will need to be individual exceptions, where by virtue of other experience or training an individual may demonstrate necessary qualifications without the earned doctorate or first professional degree.

The percentage distribution of highest earned degrees among full-time faculty in the 16 constituent institutions of The University in the fall of 1979 was 68.7 percent with a doctorate or first professional degree, 27.9 percent with a master's degree, and 3.4 percent with a bachelor's or other degree.

b. Libraries

The libraries of the constituent institutions of The University of North Carolina are valuable resources for every major function of higher education and are essential to all instruction and research.

The total library holdings of The University (including health affairs libraries) in 1978-79 included 7,063,172 bound volumes, 1,382,897 book titles represented by microforms, and 3,327,231 separate government documents. Reflecting the increasing emphasis on expanded library functions to include all types of learning resources and instructional media, there were also 607,300 library title listings in the form of motion picture films, audio-recordings, filmstrips, video tapes, cassettes, flat pictures, maps, and charts. Libraries of constituent institutions also received over 87,507 periodicals and newspapers by subscription.

Libraries of the constituent institutions in the fall 1978 employed 320 full-time professional librarians and 581 full-time supporting personnel, including technicians and clerical staff. Student assistants (for an annual total of 468,652 hours) supplemented the work of regular employees.

Membership in the Southeastern Library Network (SOLINET) affords to the library of each institution the most advanced computerized bibliographic data base in the United States. SOLINET is a computerized union catalogue and shared technical processing system linking over 150 libraries in the Southern region. The system permits member libraries access through a telephone terminal to a central computerized data base of approximately one million bibliographic items, including everything acquired by the Library of Congress in the past ten years.

Librarians of all constituent institutions of The University meet as a council quarterly to foster interinstitutional cooperation in collection development, technical processing, computer technology, and public service. This Council has established a University-wide borrower's card which makes available the collection and services of all constituent libraries to graduate students and faculty members of any constituent institution. Inter-library loan and cooperative bibliographical search procedures make more effective use of University library resources.

c. Current Instructional Programs

This section describes the extent of program offerings across The University of North Carolina. The reporting of degree programs here is at the level of HEGIS discipline divisions (e.g., social sciences), and not by discipline specialties (e.g., economics).

The constituent institutions of The University offer degrees in 22 of the 24 HEGIS discipline divisions -- i.e., all but military sciences and theology. For purposes of analysis, these 22 are divided into two general groups: "arts and sciences" and "professional."

The first group, arts and sciences, includes all those traditional disciplines which are regarded as a part of "liberal education" at the undergraduate level, and which constitute a significant component of all degree program requirements. At the graduate level, and in some instances at the undergraduate, they include highly professional and specialized programs of training. By their nature, however, they represent many areas of intrinsically necessary program duplication among the constituent institutions at the undergraduate level and, in some areas, at the master's level as well.

The second group, professional, includes those programs that in their individual degree requirements have substantial work in the arts and sciences disciplines as part of general education and as a prerequisite to specialized training. These programs, however, are more explicitly career or vocation oriented in purpose and in content. In larger institutions, these programs are characteristically organized into separate professional schools. The extent of necessary program duplication in this category differs on the basis of such variables as student demand, institutional location, and availability of specialized facilities and resources. In both groups, duplication at the levels beyond the baccalaureate degree is further limited by the greater costs required to support such programs.

Table 2-6, below, gives the number of institutions within The University authorized to offer degree programs in each HEGIS discipline division within the arts and sciences and professional groups.

Table 2-6

NUMBER OF CONSTITUENT INSTITUTIONS OFFERING DEGREE PROGRAMS, JULY 1980, AT LEVEL OF:

	Bachelor's	Master's	Sixth-Year*	1st Professional	Doctor's
I. Arts and Sciences					
Area Studies	2	1	-	N/A	-
Biological Sciences	15	10	2	N/A	3
Computer and Information Sciences	7	2	-	N/A	1
Fine & Applied Arts	14	5	2	N/A	1
Foreign Languages	11	4	-	N/A	1
Letters	15	9	2	N/A	2
Mathematics	15	9	-	N/A	2
Physical Sciences	14	9	-	N/A	2
Psychology	15	7	4	N/A	3
Social Sciences	15	9	-	N/A	2
Interdisciplinary Studies	11	2	-	N/A	2
II. Professional					
Agriculture and Natural Resources	2	2	-	N/A	1
Architecture and Environmental Design	5	2	-	N/A	1
Business & Management	15	8	-	N/A	2
Communications	2	1	-	N/A	1
Education	14	12	6	N/A	3
Engineering	3	2	-	N/A	1
Health Professions	13	4	N/A	3	1
Home Economics	6	5	-	N/A	1
Law	1	-	N/A	2	-
Library Science	2	5	N/A	N/A	1
Public Affairs and Services	11	6	1	N/A	-

*Includes Ed.S. and Certificate of Advanced Study.

These characteristics of the extent of program offerings emerge:

(1) There is a predictable and necessary extensiveness among the institutions of degree offerings in most of the arts and sciences discipline divisions at the baccalaureate level.

(2) Programs at the master's level in the arts and sciences discipline divisions closely parallel those at the bachelor's level in the same institution.

(3) Professional programs that are characterized by high costs or by limited student demand (such as engineering or library science) are confined to a limited number of institutions, even at the baccalaureate level.

(4) Professional programs in sustained and great demand by students are extensive at the baccalaureate level and in some instances also at the master's level. Programs in the discipline divisions of business and management, education, health professions, and public affairs and services are available across the institutions at the baccalaureate level as broadly as are many of the arts and sciences programs, and also at the master's level in business and management and in education. In the area of health professions, however, it should be noted that highly-specialized programs tend to be available on a more limited basis than this table suggests. For example, three of the 13 institutions offering a bachelor's degree in this division offer only the B.S. in medical technology, a program that is built around a biological sciences major combined with a laboratory internship. The B.S. in pharmacy, by contrast, is offered only at The University of North Carolina at Chapel Hill.

(5) First professional programs are highly restricted in their institutional locations. The Doctor of Medicine is given at The University of North Carolina at Chapel Hill, and it is authorized to be given at East Carolina University where the first class of 28 students enrolled in the fall of 1977. The Doctor of Dental Surgery is offered only at The University of North Carolina at Chapel Hill, where the specialized health professional degree programs at all levels are heavily concentrated around five health science schools (Dentistry, Medicine, Nursing, Pharmacy, and Public Health) and the North Carolina Memorial Hospital.

Two institutions -- The University of North Carolina at Chapel Hill and North Carolina Central University -- offer the Juris Doctor degree and the Bachelor of Laws degree. The Doctor of Veterinary Medicine is offered at one institution -- North Carolina State University at Raleigh.

(6) Doctoral programs are offered at four institutions and there are distinct divisions of effort among them. The largest component of doctoral programs of study is at The University of North Carolina at Chapel Hill, which offers the doctorate in 16 discipline divisions. Doctoral degrees in most of the arts and sciences disciplines and in health professions, business and management, communications, and computer and information sciences are offered only at Chapel Hill, with some few exceptions. North Carolina State University at Raleigh provides all doctoral work in agriculture and natural resources and in engineering, substantial program offerings in the biological sciences, and five doctoral programs in other discipline divisions. The doctorate in home economics is offered only at The University of North Carolina at Greensboro, which also offers doctoral programs in letters,

in education, and in psychology. East Carolina University offers five doctoral-level programs in certain of the basic medical sciences (anatomy, biochemistry, microbiology, pharmacology, and physiology) in conjunction with its School of Medicine.

E. The Community College System

1. Development to 1980

The Community College System, which now consists of 23 community colleges, 26 technical colleges, and nine technical institutes, is the product of almost half a century of development. During that time, North Carolina has sought in several ways to fill for its citizens the educational needs beyond the scope of the high school but not ordinarily met by the senior college and university.

Cities and counties were authorized as early as 1927 to establish tax-supported junior colleges. The first such institution, established in Asheville in 1928, evolved into The University of North Carolina at Asheville. About 1947, the city of Charlotte and the county of Mecklenburg each established a junior college, carrying forward programs begun in the mid-1940's as extension activities of The University of North Carolina at Chapel Hill. Charlotte College ultimately became The University of North Carolina at Charlotte and Mecklenburg College merged with the Charlotte Industrial Education Center to form Central Piedmont Community College. Two junior colleges established at Wilmington, shortly after World War II, were subsequently merged and ultimately became The University of North Carolina at Wilmington.

The State Board of Education proposed to the General Assembly in 1957 that there be developed under its control and in connection with the public schools a system of adult education and occupational training centers designated as "industrial education centers" and financed primarily by State funds for operation and equipment and by local funding for building and plant operation. Approximately 20 industrial education centers were established between 1957 and 1963.

By the early 1960's, it became apparent that the State was developing two sets of institutions which originally had different objectives but which were becoming increasingly alike. One was the system of industrial education centers under the State Board of Education, whose students needed general education courses in addition to their technical-vocational curriculum. The other was the system of six existing community junior colleges under the State Board of Higher Education. The potential for duplication of programs under that arrangement was obvious and called for remedy.

In 1963, the State adopted a new strategy to provide comprehensive educational opportunities to its citizens beyond high school age. In that year, acting upon the recommendation of the Governor's Commission on Education Beyond the High School, the North Carolina General Assembly enacted the Community Colleges Act of 1963. By the authority of this law, the State Board of Education created the Department of Community Colleges and brought under its supervision all of the 20 industrial education centers and three of the existing community colleges. (The other three community colleges became senior institutions in 1963.) Between 1964 and 1968, all of the industrial education centers became technical institutes or comprehensive community colleges, and during and since that time other institutions have been added to the system and several technical institutes have become community colleges with legislative sanction.

The unique role of the Community College System is described in the System Report for 1963-70, as "fundamentally different from the role assigned to four-year colleges and universities." The report states further that, "The State Board of Education is completely committed to maintaining the unique, comprehensive role of the institutions in the Community College System, and is opposed to any consideration of a community college as an embryonic four-year college." The firmness and success of that policy are reflected in the fact that no community college or technical institute has been converted into a four-year institution since the adoption of the 1963 Community College Act.

The 1979 Session of the General Assembly established the State Board of Community Colleges as a separate governing board for the Community College System, effective January 1, 1981.

2. Current Organization of the Community College System

Community colleges and technical institutes are county-owned, State-aided institutions. The Department of Community Colleges provides direction, coordination, leadership, and professional assistance under the general regulatory jurisdiction of the State Board of Community Colleges. The system is declared by statute to be "separate from the free public school system" and also separate and apart from the public senior higher education institutions that constitute The University of North Carolina. The State assumes basic financial responsibility for costs of administration, instruction, and related equipment in the community college institutions; counties assume primary responsibility for the cost of buildings and grounds and for the support of plant operations and maintenance. Each level of government may supplement whatever sums the other level provides in basic support.

a. The State Board of Community Colleges

The State Board of Community Colleges consists of 19 members: ten members appointed by the Governor, seven by the Senate and House, and the Lieutenant Governor and the State Treasurer serving ex officio with full voting powers.

The State Board of Community Colleges has broad powers with respect to the Community College System. The Board

> may adopt and execute such policies, regulations and standards concerning the establishment, administration, and operation of institutions as the Board may deem necessary to insure the quality of educational programs, to promote the systematic meeting of educational needs of the State, and to provide for the equitable distribution of State and federal funds to the several institutions. [G.S. §115D-5]

b. The Community College Advisory Council

The State Board of Community Colleges under the provisions of the statutes appoints an Advisory Council to the Community College System. The Council advises the State Board of Community Colleges on personnel, curriculum, finance, articulation, and other educational matters affecting the Community College System.

c. Department of Community Colleges

The Department of Community Colleges, headed by the State President, provides State-level administration and leadership of the Community College System under the direction of the State Board of Community Colleges. The State President reports to the State Board of Community Colleges. He is responsible for organizing and managing the Department of Community Colleges and for carrying out the philosophy, policies, and instructions of the State Board of Community Colleges. The State President conducts planning activities for the Community College System jointly with the President of The University of North Carolina and coordinates the work of the Department with that of other State and federal agencies.

The Department's function is to provide services and assistance to institutions in the statewide system in a number of areas. As the 58 institutions are governed locally by individual boards of trustees, the functions of the Department tend to be limited to those activities deemed appropriate for the Department to perform.

There are four divisions of the Department; each is under a Vice President. These divisions are Financial and Administrative Services, Planning and Research Services, Student and Institutional Services, and Program Services.

d. Local Boards of Trustees

Each community college or technical institute has a 13-member board of trustees. Four trustees are appointed by the Governor, four by the local board or boards of education in the administrative area of the institution, and four by the county commissioners; the president of the student government serves ex officio without vote. Trustees serve for staggered eight-year terms, so that three members (one in each group) are appointed in each odd-numbered year. When a vacancy occurs during the term of a member, the replacement is appointed by the same authority that appointed the vacating member.

Each board of trustees is a body corporate, entitled

> to acquire, hold, and transfer real and personal property, to enter into contracts, to institute and defend legal actions and suits, and to exercise such other rights and privileges as may be necessary for the management and administration of the institution . . . . [G.S. §115D-12]

The powers and duties of the board of trustees include the appointment of the institutional president, subject to the approval of the State Board of Community Colleges, and the appointment of other personnel, subject to standards set by the State Board of Community Colleges.

All personnel employed at each community college and technical institute (including the president) are legally employees of the institution and not of the Community College System. Each institution is also an instrumentality of county government.

e. Institutions

The Community College System legislation provides for two types of institutions: community colleges and technical institutes or technical colleges -- the latter two terms are synonymous.

The State Board of Community Colleges, the Governor, and the Advisory Budget Commission must approve the establishment of any new institution, as well as the conversion of a technical institute or college to a community college. The State Board of Community Colleges permits a new institution to be established as either a technical institute, a technical college, or a community college.

3. Resources of the Community College System

a. Human Resources

(1) Students

In the past ten years, enrollments in the Community College System have more than tripled in terms of full-time equivalent students. Enrollment grew from 40,061 in 1968-69 to 78,863 in 1973-74 and to 122,491 in 1979-80. This represented an average annual increase of 19.37 percent from 1968-69 through 1973-74 and of 11.4 percent from 1973-74 through 1979-80.

The Community College System was established almost totally as a response to the needs of the non-traditional student. Thus, the enrollments reflect the general nature of the population, rather than a selected group often reflected by social-economic class. Table 2-7 provides a profile of student characteristics of the fall 1979 enrollments.

Table 2-7

STUDENT CHARACTERISTICS (1979)
THE COMMUNITY COLLEGE SYSTEM

	Curriculum	Continuing Education	Total
Sex			
Male	46.38%	28.80%	38.45%
Female	53.62	71.20	61.55
Race			
White	76.54	76.75	76.63
Minority	23.46	23.25	23.37
Educational Level			
Less than High School	3.61	35.85	17.99
High School Graduate	39.96	29.22	35.17
GED	7.83	2.88	5.62
Some College	40.25	16.25	29.35
College Graduate	8.35	15.79	11.67
Employment Status			
Full-Time	43.13	45.11	44.02
Part-Time	21.76	10.02	16.49
Homemaker	6.23	15.30	10.30
Retired	2.95	15.92	8.77
Unemployed	25.94	13.65	20.42
Age			
Median	25 years	38 years	29 years
Mean	28	43	35
Age Breakdown			
22 and Under	39.08%	13.08%	27.45%
23-29	27.98	18.49	23.74
30-39	19.89	20.47	20.15
40-49	8.26	13.31	10.52
50-59	2.74	12.73	7.21
60-69	1.77	11.04	5.91
70 and Older	.17	10.89	5.02

In full commitment to a priority of vocational-technical training, the percentage of students enrolled in community colleges and technical institutes has increased over the past ten years while the percentage of students enrolled in the college transfer programs has declined. (See Table 2-8.)

Table 2-8

ENROLLMENTS BY CATEGORY (FTE)*

	1968-69		1973-74		1979-80	
Category	FTE	% of Total	FTE	% of Total	FTE	% of Total
College Transfer	4,900	12.23	6,983	8.85	8,706	7.11
Voc./Tech.	25,741	64.26	57,835	73.34	89,787	73.30
Adult Basic	5,505	13.74	7,367	9.34	8,779	7.17
Other	3,915	9.77	6,678	8.47	15,219	12.42
TOTALS	40,061	100.00	78,863	100.00	122,491	100.00

*Includes some non-state funded programs.

(2) Faculty

In the fall of 1979 there were 1,476 full-time instructional faculty in the 23 community colleges and 1,704 in the 35 technical institutions. The percentage distribution of highest earned degrees among the full-time faculty in the community colleges that term was 6.6 percent with a doctorate or first professional degree, 56.1 percent with a master's degree, and 37.3 percent with a bachelor's or other degree. The corresponding percentages for the faculty in the technical colleges and institutes were 4.3, 42.1, and 53.6.

b. Libraries

The total library holdings for the component institutions of the Community College System in 1978-79 included 1,371,427 bound volumes, 11,428 book titles in microform, and 4,178 separate government documents. There were also 308,823 library title listings of audio-visual and other library materials, plus several thousand periodicals received by subscription (5,496 unduplicated titles in the community college libraries, and 7,063 in the technical institution libraries.)

c. Current Instructional Programs

Technical institutes offer two-year technical curriculum programs, vocational curriculum programs, and extension programs in general adult education. They also offer short-term, single courses for occupational training and single courses of a cultural or personal interest nature. The community colleges offer the same types of programs and courses, plus a two-year curriculum which may lead to transfer to a senior college.

While all of the types of programs offered by the community colleges are described briefly in the following paragraphs for the sake of completeness, the planning and coordinating responsibility of the Board of Governors extends only to the college transfer programs maintained by the Community College System.

(1) Curriculum Programs

(a) College transfer programs leading to an Associate in Arts, Associate in Fine Arts, or Associate in Science degree require two years (96 quarter hours) of courses paralleling the freshman and sophomore years offered at senior colleges and universities.

These programs are designed to allow for transfer to the junior year of a senior institution and are offered only at community colleges.

Each of these programs includes a core of general education courses developed within guidelines established in 1964 by the Curriculum Committee of the Community College Advisory Council. The Joint Committee on College Transfer Students, which represents senior and junior public and private institutions, was established in 1965 to improve the articulation of programs at all higher education levels and to facilitate transfers of students among institutions of higher education in North Carolina.

The liberal arts program, culminating in an Associate of Arts, Associate of Science, or Associate in Fine Arts degree, is designed for the student who intends to transfer to a senior institution. In addition to the general education core, the student may select other courses providing additional depth in a specific area of the arts and sciences. Pre-professional programs are similar in intention, but the curriculum generally requires fewer courses in the social sciences and humanities and more courses in mathematics and laboratory sciences. Pre-professional programs contain specialized courses in such studies as agriculture, business administration, pharmacy, and social work in addition to the general education core. They may culminate in either an Associate in Arts, Associate in Science, or Associate in Fine Arts degree.

One of the objectives of a community college is to offer the first two years of liberal arts and pre-professional programs to prepare students for transfer to a four-year college or university, and there has been a steady increase in the number of students transferring from community colleges to North Carolina senior institutions. The number of such transfers grew from 1,619 in 1971 to 3,045 in the fall of 1979.

Transfers flow in both directions. A total of 3,292 students transferred from public and private four-year senior institutions to the Community College System in the fall of 1979. Of this number, 494 entered college transfer programs within the Community College System with the remaining students entering other programs.

(b) General Education Programs provide introductory courses in the areas of English and literature, fine arts and philosophy, social science, science, and mathematics. They allow the student to take a major portion of course work in accordance with personal interests, rather than to meet specific requirements for college transfer. The successful completion of 96 hours of credit in this program leads to an Associate Degree in General Education. Some of the courses taken under the General Education designation are transferrable on a course-by-course basis to senior institutions.

(c) Technical Programs prepare students for entry into jobs in para-professional fields. In addition to occupational courses, these programs include courses in the areas of English and social science. In general, these programs are two academic years in length and lead to the Associate in Applied Science degree. Even though the technical programs are designed for entrance into employment and not for college transfer, particular courses are often accepted for transfer credit toward a bachelor of technology degree by some senior colleges or universities.

Moreover, some entire programs are now being accepted for transfer to senior institutions under bilateral agreements and in accordance with guidelines established by the Joint Committee on College Transfer Students. A two-year study of curricula in the health professions, sponsored by

The University of North Carolina and the State Department of Community Colleges, led to guidelines for transfer of technical program students in several fields in the health professions.

(d) Vocational Programs are designed to prepare people for entrance into a skilled occupation and may range from one to seven quarters in length, certificates usually are awarded upon completion of the one-quarter to three-quarter programs and diplomas are awarded upon the completion of any program of four quarters or longer. These curricula include courses in communication skills and the social sciences directly related to the occupational goals of the programs.

(2) Continuing Education Programs

Continuing Education Programs include (a) extension short-term single courses, each complete in itself, which provide upgrading and updating of occupational skills for persons currently employed or preparatory-level skills for persons just entering the labor force, (b) adult basic education courses to teach adults to read and write, (c) adult high school programs which enable adults to obtain high school G.E.D. certificates or diplomas, and (d) academic short courses. In addition, community colleges and technical institutes offer self-supporting courses at community request of a recreational nature, the costs of which are borne exclusively by the participants or some contracting agency.

F. Private Colleges and Universities

1. Development to 1980

There are today 38 colleges and universities that comprise the private sector of higher education in North Carolina. That sector has developed, for the most part, in the century and a half since 1830. One of the 38, Salem College, was founded as an academy in 1772, and Louisburg College evolved from Franklin Academy which was chartered in 1787 and reopened its doors in 1805, but five of them trace their origins to the decade of the 1830's: Wake Forest University (1834), Davidson College and Guilford College (1837), and Duke University and Greensboro College (1838). Of the remainder, 23 were founded in the 19th century, and eight in the 20th century (four of them since 1950).

Through most of the 19th century, the private sector educated more students than the public sector, and the private institutions continued to educate a majority of North Carolina's college population until the beginning of World War I. Between 1915 and the early 1960's, enrollment was equally distributed between the two sectors. Beginning around 1963, however, the proportion of the college enrollment in the public institutions started to rise, and increased from about 55 percent to the current level of approximately 70 percent. A significant increase in the college "going rate" (*i.e.*, the proportion of high school graduates attending college in North Carolina) also took place during the 1960's.

Total enrollments at the private institutions grew at roughly the same rate as those of the public sector between the early 1950's and 1963. For the next dozen years, the growth rate of the public sector was much greater, and this differential in growth accounted for the decrease in the share of total enrollment found in the private institutions.

As indicated in Table 2-3 above, however, while enrollments in the private sector declined as a percentage of the total, the actual enrollments in the private institutions overall increased significantly from 1960 to 1979.

2. Current Organization of the Private Sector

a. Boards of Trustees

Each of the private institutions is governed by a board of trustees. By definition, they are all independent of State control and regulation except that they must be chartered and licensed to grant degrees, and are subject to special State licensing requirements in certain academic program areas, such as nursing.

The institutions are also responsible in varying degrees to their sponsoring religious denominations. The 38 private institutions' denominational affiliations are distributed as follows: United Methodist - 9; Presbyterian, U. S. - 7; Southern Baptist - 7; Protestant Episcopal, Roman Catholic, United Church of Christ, and United Presbyterian - 2 each; American Baptist, AME Zion, Disciples of Christ, Free Will Baptist, Friends, Lutheran, and Moravian - 1 each.

b. The Institutions

Thirty of the private institutions are senior colleges or universities. By the 1976 Carnegie Classification, one of them, Duke University, is a Research University I, eight are Comprehensive Universities, and 21 are Liberal Arts Colleges. The remaining eight private institutions are junior colleges.

c. Cooperative Organizations

The private colleges and universities work together through the North Carolina Association of Independent Colleges and Universities, the North Carolina Center for Independent Higher Education, Inc., and the Council of Trustees for Independent Higher Education in the areas of education and public information, research, and policy development.

3. Resources of the Private Colleges and Universities

a. Human Resources

(1) Students

The total headcount enrollment in the private sector in the fall of 1979, excluding seminaries and Bible colleges, was 51,879.

The senior institutions enrolled 47,013 students, or 90.6 percent of that total, distributed by academic level as follows: undergraduates 41,577, or 88.4 percent, first professional 2,607, or 5.5 percent, and graduate 2,829 or 6.0 percent. By residence, 55.7 percent of the students were North Carolinians, and 44.3 were from out of state. By sex, 50.6 percent were women, and 49.4 percent were men. Most of the students, 91.0 percent, were full-time students. The average age was 21 years for undergraduate students and 26 for graduate students.

The total enrollment in the senior institutions, including Wingate College which became a four-year college in 1977, constituted an increase of 4,138 students or a gain of 9.7 percent since 1974.

The eight junior colleges accounted for 4,866 students, or 9.4 percent of the private enrollment in 1979, all of whom were undergraduates. They were distributed as follows: by residence, 68.6 percent were in-state students, and 31.4 percent were out-of-state students; by sex, 52.1 percent were women, and 47.9 percent were men; by academic load, 97.7 percent were full-time, while only 2.3 were part-time students.

The total enrollment of these eight junior colleges represented an increase of 448 students or a gain of 10.1 percent since 1974.

(2) Faculty

Within the private sector, the 2,799 full-time instructional faculty were distributed by rank in October, 1979, as follows:

Table 2-9

FULL-TIME FACULTIES OF PRIVATE COLLEGES AND
UNIVERSITIES IN NORTH CAROLINA BY RANK
FALL 1979

	Professor	Associate Professor	Assistant Professor	Instructor	Other	Total
Senior Colleges	736	708	710	310	70	2,534
Junior Colleges	50	19	15	76	105	265
Total	786	727	725	386	175	2,799

The percentage distribution of highest earned degrees among full-time faculty in the private senior colleges and universities in the fall of 1979 was 63.2 percent with a doctorate or first professional degree, 35.0 percent with a master's degree, and 1.8 percent with a bachelor's or other degree. The corresponding percentages were 17.7, 75.1, and 7.2 for the faculties of the junior colleges.

b. Libraries

The total library holdings of the private senior institutions in 1978-79 included 6,224,008 bound volumes, 177,089 book titles represented by microforms, and 826,312 separate government documents. There were also 237,398 title listings of audio-visual library materials. The libraries received over 55,237 periodicals and newspapers by subscription.

The libraries of the private junior institutions in 1978-79 contained 338,843 bound volumes, 92 microform book titles, 35,148 separate government documents, and 21,216 title listings of audio-visual and other materials. The libraries received copies of 1,876 current subscriptions to periodicals and newspapers.

c. Academic Programs and Degrees Conferred

A wide variety of degree and terminal occupational programs is offered by the private colleges and universities.[6]

Offerings of the private junior institutions are almost entirely in the liberal arts and basic sciences and are, in most cases, designed to prepare students to transfer to senior institutions.

The private senior institutions offer doctoral programs in 13 discipline divisions and master's work in 18. Undergraduate academic programs are available in education and in 21 other fields. First professional programs are offered in medicine, law, and theology.

Duke University awards the Ph.D. degree in the HEGIS discipline divisions of agriculture and natural resources (forestry), biological sciences, business and management, computer and information sciences, education, engineering, foreign languages, letters, mathematics, physical sciences, psychology, social sciences, and interdisciplinary studies. Wake Forest University confers the Ph.D. degree in the division of biological sciences and in the physical sciences (chemistry). These two institutions offer master's programs in 18 discipline divisions, and each offers the first professional degree in law and in medicine. Campbell University offers the first professional degree in law and the master's in education; Duke offers the first professional degree in theology. The other 27 private senior institutions offer no work beyond the baccalaureate level. Their undergraduate degree programs extend widely across the arts and sciences. Among the professional disciplines, virtually all of them offer programs in business and management and in education, and three-quarters of them offer some programs in the health professions. Few of them offer programs in other professional areas.

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[6] The most recent data on the academic, technical, and occupational programs in the private colleges and universities is contained in The Independents: Guidance Counselor's Handbook, 1980 Edition, (Raleigh: North Carolina Center for Independent Higher Education, 1980).

Table 2-10 presents the extensiveness of degree activity by discipline division across the 30 private senior institutions.

In 1978-79, the private institutions conferred 7,391 bachelor's degrees, 626 master's degrees, 183 doctor's degrees, 731 first professional degrees, and 1,341 associate degrees.

Table 2-10

NUMBER OF PRIVATE SENIOR INSTITUTIONS OFFERING DEGREE PROGRAMS, June 1980, AT LEVEL OF:

	Bachelor's	Master's	1st Professional	Doctor's
I. Arts and Sciences				
Area Studies	8	-	N/A	-
Biological Sciences	29	2	N/A	2
Computer and Information Sciences	6	1	N/A	1
Fine and Applied Arts	29	2	N/A	-
Foreign Languages	20	1	N/A	1
Letters	29	2	N/A	1
Mathematics	27	2	N/A	1
Physical Sciences	27	2	N/A	2
Psychology	26	2	N/A	1
Social Sciences	30	2	N/A	1
Interdisciplinary Studies	14	1	0	1
II. Professional				
Agriculture and Natural Resources	7[a]	1	N/A	1
Architecture and Environmental Design	1	-	N/A	-
Business & Management	28	2	N/A	1
Communications	7	-	N/A	-
Education	30	3	N/A	1
Engineering	8[b]	1	N/A	1
Health Professions	25	1	2	-
Home Economics	5	-	N/A	-
Law	0	1	3	-
Library Science	1	-	N/A	-
Public Affairs and Services	23	1	N/A	-
Theology	12	2	1	-

[a] Six of these programs include work creditable toward a baccalaureate degree in forestry with Duke or North Carolina State University at Raleigh.

[b] These programs include work creditable toward a baccalaureate degree in general engineering as a part of a cooperative agreement at various institutions with schools of engineering. Four of these arrangements are with North Carolina State University at Raleigh.

G. Assumptions Affecting Planning

1. Factors External to The University

Realistic planning must take into consideration the environment within which higher education activities are conducted and to which they must be responsive. The circumstantial elements affecting higher education are numerous and those which the institutions can control are few; yet explicit or implicit account must be taken of those elements which seriously affect but cannot be controlled by higher education, in order to deal effectively with those which are subject to control. Some of the more significant demographic characteristics and trends in North Carolina have been noted above, but it is not possible to predict their precise impact upon higher education, nor the impact of socioeconomic factors not specifically related to the size and distribution of the population.

Environmental influences other than population factors which could have substantial impact upon higher education within this 1980-85 planning period include the future status of the economy, national policies related to youth, levels of employment, national and State policies on taxing and expenditure patterns, military recruitment policies, the heightened expectations of various constituencies, and federal and State policies related to funding of student assistance programs.

It is the purpose of this section to make explicit some of the significant assumptions and expectations upon which the Board of Governors has proceeded in preparing this plan and to set forth the projections the Board has made in those areas in which projection is necessary.

Considering first the immediate educational environment, the Board of Governors assumes that no major changes in public and political attitudes toward the benefits of higher education will take place during the next five years, either at the national or State level. This will help to ensure that, at a minimum, future real rates of financial support going to higher education will not be drastically different from past levels if public revenues remain constant. It also implies the absence of new major federal program initiatives that would tend to alter radically the demand for higher education.

Second, it is expected that the general economic environment of the State during this period will be such that there will be no severe revenue shortages to frustrate efforts to provide necessary educational services. This implies continued real growth in North Carolina's economy, despite continued inflation, and high rates of utilization of the State's resources, both human and physical. It should be underscored, however, that the inflation rates affecting a service industry like higher education, which relies extensively on highly-trained people as its chief resource, are much higher than the general inflation rate (as measured by either the Gross National Product deflator or the Consumer Price Index). Thus, the Board recognizes that the prices relevant to higher education will continue to rise faster than will other prices. In turn, this implies that faculty and staff salaries will require continuous attention and high priority in The University's budgetary planning.

Third, it is anticipated that timely efforts on the part of institutions of higher education to adjust to changing needs will assure that individual attitudes toward college attendance will continue to be favorable, resulting in moderately larger proportions of college-age youth attending college than at present and a concurrent rise in part-time college attendance by people of all ages. The experience of recent years indicates, however, that enrollment patterns will continue to be uncertain and therefore that predictions must be made with care, used with caution, and frequently updated.

Finally, national and State economic growth will continue to keep up with the market demand for college graduates and other higher educational services such as research and public service (that is, programs beneficial primarily to persons or entities outside of the institution). This assumption implies that there will be a more favorable labor market for young persons and that there will be no extensive shift from college-trained manpower to other kinds of labor, although the Board recognizes the decrease in demand for certain types of college graduates and the implications of these shifts for curricular planning.

2. Organization of and Responsibility Distribution within Higher Education

a. The University of North Carolina

It is assumed that the structure and organization for the governance and operation of The University of North Carolina called for by the Higher Education Reorganization Act of 1971 will remain essentially intact throughout the planning period 1980-85. Some modifications of the roles of some of the constituent institutions have been made in the previous editions of the long-range plan and in this one to extend their coverage in terms of breadth of program offerings throughout the State, but adequate institutional bases are there to serve the State. For these reasons, no need for the creation or acquisition of any additional constituent institution or campus by The University of North Carolina is anticipated during the planning period 1980-85. Nor is it anticipated that there will be any reduction in the number of constituent institutions in The University. Consequently it is the intent of the Board of Governors that each of the 16 constituent institutions should be retained.

With respect to institutional responsibilities, it is assumed by the Board of Governors that The University of North Carolina will continue to enroll the major share of those North Carolinians who wish to attend college. In the fall of 1979, the 16 constituent institutions of The University enrolled 97,960 or 69.1 percent of the 141,837 North Carolina residents who were in college in this State. The University's military centers enrolled another one percent, the Community College System enrolled 8.5 percent, and the remaining 20.8 percent attended private institutions in the State. We anticipate no radical change in those relative shares of the in-state student enrollment.

Four-fifths of the graduate and professional school students enrolled in North Carolina are in the nine constituent institutions of The University that offer such programs. It appears unlikely that additional private institutions will venture extensively into graduate and professional program offerings, especially those of the more expensive sort. In consequence, it will be the responsibility of The University of North Carolina to provide most of such continuations and expansions of existing programs and new program undertakings of a graduate or professional nature as the State may require.

Undergraduate instruction will continue to be the largest activity of all 16 constituent institutions of The University of North Carolina, despite the importance accorded graduate and professional training in some of them.

The University long has had among its objectives the provision of instruction by extension and other forms of public service to the people of the State. The Community College System institutions also have emphasized their continuing education role in recent years. Some private institutions have also expanded their extension and public service activities. It is anticipated, however, that The University of North Carolina will continue to carry heavy responsibility for extension instruction, particularly in the fields of its special competence and in upper division and graduate level work, and that the public service needs of the State will have to be met largely by The University.

b. The Community College System

The Board assumes that the Community College System will continue essentially its present organizational, financial, and program characteristics -- that is, that the System will continue to be governed at the State level by the State Board of Community Colleges with local boards of trustees exercising significant control over the institutions, that responsibility for financing the institutions will continue to be shared by local and State governments, that the institutions will continue to be community-based providers of educational and training needs (primarily to adults who can benefit from these services), and that the current relative emphasis on the technical and vocational programs in relation to the college transfer programs will continue to prevail. This implies, among other things, that a large shift of college enrollments from The University to the Community College System is not expected to occur. The Department's estimate of enrollment trends for the next five years are shown in Table 2-11.

Table 2-11

PROJECTED ENROLLMENTS (FTE'S)

		Projected			
	1980-81	1981-82	1982-83	1983-84	1984-85
Curriculum	72,904	74,298	75,280	76,312	75,950
Continuing Education	45,300	48,600	52,000	55,300	58,500
Totals	118,204	122,898	127,280	131,612	134,450
		3.97%	3.57%	3.40%	2.16%

It is anticipated that the community colleges and technical institutes will continue to be sources of large numbers of transfer students into The University, as has been true for the last decade. Most significant of all, the Board of Governors plans on the assumption that the current good working relationships between the Community College System and The University of North Carolina at all levels will continue, in recognition of the fact that these sets of institutions have complementary roles in the educational service of the State that can best be realized in a spirit of cooperation and mutual helpfulness.

c. Private Colleges and Universities

Today North Carolina contains 30 private senior colleges and universities, eight private junior colleges, one theological seminary, three Bible colleges, and several proprietary schools that are licensed to give two-year associate degrees.

The 38 private senior and junior institutions enrolled in the fall of 1979 some 51,879 students, or 29.7 percent of the college students enrolled in the State. Some 29,503 (20.8 percent) of the North Carolina residents in college in this State were in the 38 private institutions.

Each of the private institutions is independent of the others, except as two or more share ties with a common religious sponsor which may exert some influence over them.

In the fall of 1979, only three private colleges and universities offered graduate and first professional degrees. The remainder limited their programs largely to the traditional arts and sciences programs and to teacher education, as noted above.

No change in the number of private institutions is anticipated for the next five years. It is assumed that the current State programs of financial assistance to North Carolina undergraduates enrolled in private institutions will continue. Therefore, although there is no reason to expect large expansion of enrollment in any one of the institutions, the private sector as a whole should continue to experience modest enrollment increases throughout this planning period.

For the purposes of this plan, the Board of Governors assumes that the private colleges and universities will continue to constitute a strong and viable sector of higher education in North Carolina.

3. Financing Higher Education

The policies of the State of North Carolina with respect to financing higher education in the State; the procedures for preparing, presenting, and administering the budget of The University of North Carolina; and the general dimensions of University financial operations are described at length in Chapter Six of this plan. The Board of Governors anticipates and assumes that, during the next five years, neither on its own initiative nor on the initiative of the Governor, the

Advisory Budget Commission, or the General Assembly will any basic change be made in higher educational finance policy or procedure.

The General Assembly in 1971 extensively rewrote the legislation governing the preparation and administration of the budget of The University of North Carolina. The procedure then designed leaves the overall decision on the extent and proportion of the State's resources to be invested in The University of North Carolina to the determination of the General Assembly. It delegates to the Board of Governors the authority to make specific decisions on the internal distribution of those resources within The University (often subject to the approval of the Advisory Budget Commission), while providing ample opportunity for the General Assembly to make known to the Board of Governors its wishes with respect to such allocations. The General Assembly has now had nearly ten years in which to evaluate the 1971 legislation. The lack of any significant move on the part of the General Assembly to alter the existing budgetary legislation with respect to The University suggests that the members generally find that legislation to be satisfactory and may be expected to continue to support it.

H. Enrollment Projections for The University of North Carolina

This section sets forth the enrollment projections for the constituent institutions of The University of North Carolina for the period 1980-81 through 1984-85. These five-year estimates are based upon careful analysis of demographic data, trends in the college-going rate, and enrollment patterns and trends within The University over the past decade. These projections incorporate actions already taken by the Board of Governors in the 1981-83 Budget Request approved by the Board on October 10, 1980, with respect to the projected enrollments for 1981-82 and 1982-83.

Detailed enrollment data, by fall headcount and average annual full-time equivalents, are presented year by year and for each institution in Tables 2-12 through 2-16. These tables also indicate the component parts of each institution's authorized enrollment projections for this planning period.

The tables project continued growth in enrollments within The University over the next five years, but at a rate slower than that experienced over the past five years. An increase overall of five and a half percent in headcount enrollment and of slightly more than five percent in full-time equivalent students is anticipated for this planning period. This anticipated enrollment growth reflects, among other things, a continuation of the moderate but steady improvement in the college-going rate and the persistence of higher participation rates for women, minorities, older students, and part-time students throughout the period.

These projections will be reviewed annually.

Table 2-12

ENROLLMENT PROJECTIONS BY LEVEL OF INSTRUCTION AND RESIDENCE STATUS, 1980-81
(HEADCOUNT ENROLLMENTS ARE FOR FALL 1980 AND FULL-TIME EQUIVALENT
ENROLLMENTS ARE FOR AVERAGE ANNUAL, 1980-81)

	IN-STATE			OUT-OF-STATE			TOTAL		
INSTITUTION	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Appalachian									
Headcount (Actual)	7,961	1,047	9,008	692	94	786	8,653	1,141	9,794
Full-Time Equivalent	7,220	650	7,870	605	50	655	7,825	700	8,525
East Carolina									
Headcount (Actual)	9,649	2,110	11,759	1,317	89	1,406	10,966	2,199	13,165
Full-Time Equivalent	8,895	1,280	10,175	1,155	70	1,225	10,050	1,350	11,400
Elizabeth City									
Headcount (Actual)	1,244	-	1,244	244	-	244	1,488	-	1,488
Full-Time Equivalent	1,147	-	1,147	238	-	238	1,385	-	1,385
Fayetteville									
Headcount (Actual)	1,936	143	2,079	384	2	386	2,320	145	2,465
Full-Time Equivalent	1,780	70	1,850	359	1	360	2,139	71	2,210
N. C. A and T									
Headcount (Actual)	3,686	463	4,149	1,264	54	1,318	4,950	517	5,467
Full-Time Equivalent	3,377	300	3,677	1,213	50	1,263	4,590	350	4,940
N. C. Central									
Headcount (Actual)	3,518	821	4,339	478	93	571	3,996	914	4,910
Full-Time Equivalent	3,310	650	3,960	460	80	540	3,770	730	4,500
N. C. School of the Arts									
Headcount (Actual)	254	-	254	383	-	383	637	-	637
Full-Time Equivalent	246	-	246	379	-	379	625	-	625
N. C. State									
Headcount (Actual)	15,507	2,622	18,129	2,090	950	3,040	17,597	3,572	21,169
Full-Time Equivalent	12,484	1,496	13,980	1,860	710	2,570	14,344	2,206	16,550
Pembroke									
Headcount (Actual)	2,046	176	2,222	79	-	79	2,125	176	2,301
Full-Time Equivalent	1,791	85	1,876	74	-	74	1,865	85	1,950
UNC-Asheville									
Headcount (Actual)	2,025	-	2,025	74	-	74	2,099	-	2,099
Full-Time Equivalent	1,355	-	1,355	60	-	60	1,415	-	1,415
UNC-Chapel Hill (AA)									
Headcount (Actual)	11,941	2,474	14,415	1,854	1,734	3,588	13,795	4,208	18,003
Full-Time Equivalent	11,100	1,850	12,950	1,730	1,270	3,000	12,830	3,120	15,950
UNC-Chapel Hill (HA)									
Headcount (Actual)	1,025	1,395	2,420	92	690	782	1,117	2,085	3,202
Full-Time Equivalent	1,155	2,434	3,589	96	745	841	1,251	3,179	4,430
UNC-Charlotte									
Headcount (Actual)	7,407	1,233	8,640	710	33	743	8,117	1,266	9,383
Full-Time Equivalent	6,265	720	6,985	630	25	655	6,895	745	7,640
UNC-Greensboro									
Headcount (Actual)	6,700	2,723	9,423	725	242	967	7,425	2,965	10,390
Full-Time Equivalent	5,860	1,690	7,550	680	180	860	6,540	1,870	8,410
UNC-Wilmington									
Headcount (Actual)	4,296	117	4,413	278	5	283	4,574	122	4,696
Full-Time Equivalent	3,705	65	3,770	235	5	240	3,940	70	4,010
Western Carolina									
Headcount (Actual)	4,836	991	5,827	580	52	632	5,416	1,043	6,459
Full-Time Equivalent	4,335	580	4,915	522	43	565	4,857	623	5,480
Winston-Salem									
Headcount (Actual)	1,992	-	1,992	228	-	228	2,220	-	2,220
Full-Time Equivalent	1,830	-	1,830	200	-	200	2,030	-	2,030
UNC-Total									
Headcount (Actual)	86,023	16,315	102,338	11,472	4,038	15,510	97,495	20,353	117,848
Full-Time Equivalent	75,855	11,870	87,725	10,496	3,229	13,725	86,351	15,099	101,450

NOTE: Enrollments in this table include high school students at N. C. School of the Arts and medical school students at East Carolina University but exclude students enrolled in the Agricultural Institute at North Carolina State University.

Table 2-13

ENROLLMENT PROJECTIONS BY LEVEL OF INSTRUCTION AND RESIDENCE STATUS, 1981-82
(HEADCOUNT ENROLLMENTS ARE FOR FALL 1981 AND FULL-TIME EQUIVALENT
ENROLLMENTS ARE FOR AVERAGE ANNUAL, 1981-82)

INSTITUTION	IN-STATE			OUT-OF-STATE			TOTAL		
	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total
Appalachian									
Headcount	8,017	1,115	9,132	593	75	668	8,610	1,190	9,800
Full-Time Equivalent	7,230	610	7,840	575	50	625	7,805	660	8,465
East Carolina									
Headcount	9,733	2,191	11,924	1,343	83	1,426	11,076	2,274	13,350
Full-Time Equivalent	9,000	1,324	10,324	1,180	65	1,245	10,180	1,389	11,569
Elizabeth City									
Headcount	1,361	-	1,361	241	-	241	1,602	-	1,602
Full-Time Equivalent	1,330	-	1,330	230	-	230	1,560	-	1,560
Fayetteville									
Headcount	2,068	177	2,245	296	-	296	2,364	177	2,541
Full-Time Equivalent	1,935	75	2,010	260	-	260	2,195	75	2,270
N. C. A and T									
Headcount	3,764	487	4,251	1,250	54	1,304	5,014	541	5,555
Full-Time Equivalent	3,545	300	3,845	1,125	50	1,175	4,670	350	5,020
N. C. Central									
Headcount	3,550	850	4,400	476	87	563	4,026	937	4,963
Full-Time Equivalent	3,365	605	3,970	453	72	525	3,818	677	4,495
N. C. School of the Arts									
Headcount	413	-	413	303	-	303	716	-	716
Full-Time Equivalent	372	-	372	298	-	298	670	-	670
N. C. State									
Headcount	15,025	3,016	18,041	2,197	1,005	3,202	17,222	4,021	21,243
Full-Time Equivalent	12,100	1,865	13,965	1,900	800	2,700	14,000	2,665	16,665
Pembroke									
Headcount	2,053	193	2,246	65	-	65	2,118	193	2,311
Full-Time Equivalent	1,795	85	1,880	65	-	65	1,860	85	1,945
UNC-Asheville									
Headcount	2,055	-	2,055	80	-	80	2,135	-	2,135
Full-Time Equivalent	1,375	-	1,375	60	-	60	1,435	-	1,435
UNC-Chapel Hill (AA)									
Headcount	11,884	2,400	14,284	1,850	1,780	3,630	13,734	4,180	17,914
Full-Time Equivalent	11,100	1,800	12,900	1,730	1,300	3,030	12,830	3,100	15,930
UNC-Chapel Hill (HA)									
Headcount	1,069	1,392	2,461	89	641	730	1,158	2,033	3,191
Full-Time Equivalent	1,205	2,430	3,635	93	692	785	1,298	3,122	4,420
UNC-Charlotte									
Headcount	7,589	1,321	8,910	682	33	715	8,271	1,354	9,625
Full-Time Equivalent	6,375	750	7,125	625	25	650	7,000	775	7,775
UNC-Greensboro									
Headcount	6,676	2,660	9,336	740	260	1,000	7,416	2,920	10,336
Full-Time Equivalent	5,875	1,645	7,520	690	190	880	6,565	1,835	8,400
UNC-Wilmington									
Headcount	4,397	147	4,544	249	10	259	4,646	157	4,803
Full-Time Equivalent	3,840	90	3,930	240	10	250	4,080	100	4,180
Western Carolina									
Headcount	4,897	975	5,872	560	56	616	5,457	1,031	6,488
Full-Time Equivalent	[illegible],391	574	4,965	505	50	555	4,896	624	5,520
Winston-Salem									
Headcount	2,013	-	2,013	228	-	228	2,241	-	2,241
Full-Time Equivalent	1,850	-	1,850	200	-	200	2,050	-	2,050
UNC-Total									
Headcount	86,564	16,924	103,488	11,242	4,084	15,326	97,806	21,008	118,814
Full-Time Equivalent	76,683	12,153	88,836	10,229	3,304	13,533	86,912	15,457	102,369

Note: Enrollments in this table include high school students at N. C. School of the Arts, medical school students at East Carolina University, evening law school students at North Carolina Central University and veterinary students at North Carolina State University but exclude students enrolled at the Agricultural Institute at North Carolina State University.

Table 2-14

ENROLLMENT PROJECTIONS BY LEVEL OF INSTRUCTION AND RESIDENCE STATUS, 1982-83 (HEADCOUNT ENROLLMENTS ARE FOR FALL 1982 AND FULL-TIME EQUIVALENT ENROLLMENTS ARE FOR AVERAGE ANNUAL, 1982-83)

	IN-STATE			OUT-OF-STATE			TOTAL		
INSTITUTION	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total
Appalachian									
Headcount	8,148	1,132	9,280	602	75	677	8,750	1,207	9,957
Full-Time Equivalent	7,270	625	7,895	580	50	630	7,850	675	8,525
East Carolina									
Headcount	9,820	2,270	12,090	1,351	85	1,436	11,171	2,355	13,526
Full-Time Equivalent	9,120	1,372	10,492	1,190	66	1,256	10,310	1,438	11,748
Elizabeth City									
Headcount	1,365	-	1,365	247	-	247	1,612	-	1,612
Full-Time Equivalent	1,340	-	1,340	240	-	240	1,580	-	1,580
Fayetteville									
Headcount	2,123	199	2,322	304	-	304	2,427	199	2,626
Full-Time Equivalent	1,965	85	2,050	260	-	260	2,225	85	2,310
N. C. A and T									
Headcount	3,794	498	4,292	1,250	54	1,304	5,044	552	5,596
Full-Time Equivalent	3,565	310	3,875	1,125	50	1,175	4,690	360	5,050
N. C. Central									
Headcount	3,592	868	4,460	480	90	570	4,072	958	5,030
Full-Time Equivalent	3,400	610	4,010	455	75	530	3,855	685	4,540
N. C. School of the Arts									
Headcount	413	-	413	303	-	303	716	-	716
Full-Time Equivalent	372	-	372	298	-	298	670	-	670
N. C. State									
Headcount	15,350	3,308	18,658	2,232	1,051	3,283	17,582	4,359	21,941
Full-Time Equivalent	12,300	1,999	14,299	1,900	831	2,731	14,200	2,830	17,030
Pembroke									
Headcount	2,065	207	2,272	66	-	66	2,131	207	2,338
Full-Time Equivalent	1,795	85	1,880	65	-	65	1,860	85	1,945
UNC-Asheville									
Headcount	2,115	-	2,115	95	-	95	2,210	-	2,210
Full-Time Equivalent	1,415	-	1,415	70	-	70	1,485	-	1,485
UNC-Chapel Hill (AA)									
Headcount	11,916	2,400	14,316	1,860	1,808	3,668	13,776	4,208	17,984
Full-Time Equivalent	11,130	1,800	12,930	1,730	1,320	3,050	12,860	3,120	15,980
UNC-Chapel Hill (HA)									
Headcount	1,079	1,408	2,487	91	653	744	1,170	2,061	3,231
Full-Time Equivalent	1,217	2,458	3,675	95	705	800	1,312	3,163	4,475
UNC-Charlotte									
Headcount	7,993	1,336	9,329	710	46	756	8,703	1,382	10,085
Full-Time Equivalent	6,700	775	7,475	640	35	675	7,340	810	8,150
UNC-Greensboro									
Headcount	6,727	2,754	9,481	758	279	1,037	7,485	3,033	10,518
Full-Time Equivalent	5,920	1,680	7,600	695	205	900	6,615	1,885	8,500
UNC-Wilmington									
Headcount	4,506	186	4,692	256	12	268	4,762	198	4,960
Full-Time Equivalent	4,060	130	4,190	248	12	260	4,308	142	4,450
Western Carolina									
Headcount	4,951	990	5,941	568	56	624	5,519	1,046	6,565
Full-Time Equivalent	4,430	580	5,010	510	50	560	4,940	630	5,570
Winston-Salem									
Headcount	2,040	-	2,040	235	-	235	2,275	-	2,275
Full-Time Equivalent	1,865	-	1,865	205	-	205	2,070	-	2,070
UNC-Total									
Headcount	87,997	17,556	105,553	11,408	4,209	15,617	99,405	21,765	121,170
Full-Time Equivalent	77,864	12,509	90,373	10,306	3,399	13,705	88,170	15,908	104,078

Note: **Enrollments in this table include high school students at N. C. School of the Arts, medical school students at East Carolina University, evening law school students at North Carolina Central University and veterinary students at North Carolina State University but exclude students enrolled at the Agricultural Institute at North Carolina State University.**

Table 2-15

ENROLLMENT PROJECTIONS BY LEVEL OF INSTRUCTION AND RESIDENCE STATUS, 1983-84 (HEADCOUNT ENROLLMENTS ARE FOR FALL 1983 AND FULL-TIME EQUIVALENT ENROLLMENTS ARE FOR AVERAGE ANNUAL, 1983-84)

	IN-STATE			OUT-OF-STATE			TOTAL		
INSTITUTION	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Appalachian									
Headcount	8,156	1,183	9,339	611	75	686	8,767	1,258	10,025
Full-Time Equivalent	7,308	655	7,963	590	50	640	7,898	705	8,603
East Carolina									
Headcount	9,861	2,330	12,191	1,361	89	1,450	11,222	2,419	13,641
Full-Time Equivalent	9,158	1,425	10,583	1,199	71	1,270	10,357	1,496	11,853
Elizabeth City									
Headcount	1,387	-	1,387	233	-	233	1,620	-	1,620
Full-Time Equivalent	1,365	-	1,365	220	-	220	1,585	-	1,585
Fayetteville									
Headcount	2,175	218	2,393	312	-	312	2,487	218	2,705
Full-Time Equivalent	2,024	100	2,124	269	-	269	2,293	100	2,393
N. C. A and T									
Headcount	3,804	520	4,324	1,250	57	1,307	5,054	577	5,631
Full-Time Equivalent	3,570	319	3,889	1,135	52	1,187	4,705	371	5,076
N. C. Central									
Headcount	3,605	950	4,555	482	90	572	4,087	1,040	5,127
Full-Time Equivalent	3,404	683	4,087	456	75	531	3,860	758	4,618
N. C. School of the Arts									
Headcount	413	-	413	303	-	303	716	-	716
Full-Time Equivalent	372	-	372	298	-	298	670	-	670
N. C. State									
Headcount	15,505	3,528	19,033	2,265	1,119	3,384	17,770	4,647	22,417
Full-Time Equivalent	12,560	2,100	14,660	1,942	870	2,812	14,502	2,970	17,472
Pembroke									
Headcount	2,076	221	2,297	66	-	66	2,142	221	2,363
Full-Time Equivalent	1,809	93	1,902	65	-	65	1,874	93	1,967
UNC-Asheville									
Headcount	2,189	-	2,189	98	-	98	2,287	-	2,287
Full-Time Equivalent	1,478	-	1,478	72	-	72	1,550	-	1,550
UNC-Chapel Hill (AA)									
Headcount	11,927	2,490	14,417	1,866	1,818	3,684	13,793	4,308	18,101
Full-Time Equivalent	11,140	1,859	12,999	1,735	1,329	3,064	12,875	3,188	16,063
UNC-Chapel Hill (HA)									
Headcount	1,056	1,435	2,491	88	665	753	1,144	2,100	3,244
Full-Time Equivalent	1,190	2,505	3,695	92	718	810	1,282	3,223	4,505
UNC-Charlotte									
Headcount	8,115	1,425	9,540	730	42	772	8,845	1,467	10,312
Full-Time Equivalent	6,785	855	7,640	655	33	688	7,440	888	8,328
UNC-Greensboro									
Headcount	6,730	2,838	9,568	768	286	1,054	7,498	3,124	10,622
Full-Time Equivalent	5,920	1,716	7,636	699	214	913	6,619	1,930	8,549
UNC-Wilmington									
Headcount	4,613	220	4,833	262	14	276	4,875	234	5,109
Full-Time Equivalent	4,090	154	4,244	253	14	267	4,343	168	4,511
Western Carolina									
Headcount	5,007	999	6,006	570	56	626	5,577	1,055	6,632
Full-Time Equivalent	4,464	585	5,049	511	50	561	4,975	635	5,610
Winston-Salem									
Headcount	2,079	-	2,079	242	-	242	2,321	-	2,321
Full-Time Equivalent	1,904	-	1,904	210	-	210	2,114	-	2,114
UNC-Total									
Headcount	88,698	18,357	107,055	11,507	4,311	15,818	100,205	22,668	122,873
Full-Time Equivalent	78,541	13,049	91,590	10,401	3,476	13,877	88,942	16,525	105,467

Note: Enrollments in this table include high school students at N. C. School of the Arts, medical school students at East Carolina University, evening law school students at North Carolina Central University and veterinary students at North Carolina State University but exclude students enrolled at the Agricultural Institute at North Carolina State University.

Table 2-16

ENROLLMENT PROJECTIONS BY LEVEL OF INSTRUCTION AND RESIDENCE STATUS, 1984-85 (HEADCOUNT ENROLLMENTS ARE FOR FALL 1984 AND FULL-TIME EQUIVALENT ENROLLMENTS ARE FOR AVERAGE ANNUAL, 1984-85)

	IN-STATE			OUT-OF-STATE			TOTAL		
INSTITUTION	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Appalachian									
Headcount	8,205	1,215	9,420	617	75	692	8,822	1,290	10,112
Full-Time Equivalent	7,350	675	8,025	595	50	645	7,945	725	8,670
East Carolina									
Headcount	9,900	2,402	12,302	1,372	91	1,463	11,272	2,493	13,765
Full-Time Equivalent	9,194	1,477	10,671	1,208	73	1,281	10,402	1,550	11,952
Elizabeth City									
Headcount	1,419	-	1,419	228	-	228	1,647	-	1,647
Full-Time Equivalent	1,375	-	1,375	215	-	215	1,590	-	1,590
Fayetteville									
Headcount	2,221	233	2,454	318	-	318	2,539	233	2,772
Full-Time Equivalent	2,066	107	2,173	275	-	275	2,341	107	2,448
N. C. A and T									
Headcount	3,815	542	4,357	1,260	60	1,320	5,075	602	5,677
Full-Time Equivalent	3,576	332	3,908	1,140	54	1,194	4,716	386	5,102
N. C. Central									
Headcount	3,612	1,000	4,612	485	92	577	4,097	1,092	5,189
Full-Time Equivalent	3,407	730	4,137	458	76	534	3,865	806	4,671
N. C. School of the Arts									
Headcount	413	-	413	303	-	303	716	-	716
Full-Time Equivalent	372	-	372	298	-	298	670	-	670
N. C. State									
Headcount	15,640	3,600	19,240	2,291	1,168	3,459	17,931	4,768	22,699
Full-Time Equivalent	12,668	2,200	14,868	1,965	911	2,876	14,633	3,111	17,744
Pembroke									
Headcount	2,085	233	2,318	66	-	66	2,151	233	2,384
Full-Time Equivalent	1,817	99	1,916	65	-	65	1,882	99	1,981
UNC-Asheville									
Headcount	2,260	-	2,260	103	-	103	2,363	-	2,363
Full-Time Equivalent	1,526	-	1,526	74	-	74	1,600	-	1,600
UNC-Chapel Hill (AA)									
Headcount	11,937	2,585	14,522	1,872	1,827	3,699	13,809	4,412	18,221
Full-Time Equivalent	11,149	1,916	13,065	1,740	1,337	3,077	12,889	3,253	16,142
UNC-Chapel Hill (HA)									
Headcount	1,061	1,455	2,516	89	673	762	1,150	2,128	3,278
Full-Time Equivalent	1,196	2,540	3,736	93	727	820	1,289	3,267	4,556
UNC-Charlotte									
Headcount	8,180	1,570	9,750	740	40	780	8,920	1,610	10,530
Full-Time Equivalent	6,840	945	7,785	662	31	693	7,502	976	8,478
UNC-Greensboro									
Headcount	6,740	2,927	9,667	773	289	1,062	7,513	3,216	10,729
Full-Time Equivalent	5,923	1,756	7,679	702	217	919	6,625	1,973	8,598
UNC-Wilmington									
Headcount	4,707	259	4,966	268	16	284	4,975	275	5,250
Full-Time Equivalent	4,175	181	4,356	259	16	275	4,434	197	4,631
Western Carolina									
Headcount	5,021	1,010	6,031	572	56	628	5,593	1,066	6,659
Full-Time Equivalent	4,482	592	5,074	512	50	562	4,994	642	5,636
Winston-Salem									
Headcount	2,113	-	2,113	246	-	246	2,359	-	2,359
Full-Time Equivalent	1,934	-	1,934	213	-	213	2,147	-	2,147
UNC-Total									
Headcount	89,329	19,031	108,360	11,603	4,387	15,990	100,932	23,418	124,350
Full-Time Equivalent	79,050	13,550	92,600	10,474	3,542	14,016	89,524	17,092	106,616

Note: Enrollments in this table include high school students at N. C. School of the Arts, medical school students at East Carolina University, evening law school students at North Carolina Central University and veterinary students at North Carolina State University but exclude students enrolled at the Agricultural Institute at North Carolina State University.

CHAPTER THREE

MANDATES, DUTIES, PURPOSES, AND OBJECTIVES

A. Constitutional and Statutory Mandates of Higher Education in North Carolina

In Chapter Two of this long-range plan, a comprehensive description of higher education has been given. It will be useful here to summarize the constitutional and statutory foundations of public higher education as the necessary basis for the statement of goals, tasks, and objectives.

1. The Constitutional Mandate for Higher Education

Public higher education in North Carolina is established and maintained in accordance with the mandates of the Constitution of the State. Article IX of the Constitution declares:

> Sec. 8. Higher Education. The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. . . . .
>
> Sec. 9. Benefits of public institutions of higher education. The General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense.

2. The Statutory Mandate for Higher Education

a. The University of North Carolina

This constitutional mandate is effected, first, by Chapter 116 of the General Statutes of North Carolina, as amended by the General Assembly effective July 1, 1972. Chapter 116 provides in Section 3:

> The board of trustees of the University of North Carolina is hereby redesignated, effective July 1, 1972, as the 'Board of Governors of the University of North Carolina.' The Board of Governors shall be known and distinguished by the name of 'the University of North Carolina' and shall continue as a body politic and corporate and by that name shall have perpetual succession and a common seal.

The statute then provides that "On July 1, 1972 The University of North Carolina shall be composed" of the 16 public senior institutions of higher education: the six campuses which theretofore composed The University of North Carolina; the nine "regional universities" established or acquired by the General Assembly beginning in 1877; and The North Carolina School of the Arts, established by statute in 1963.

b. The Community College System

Chapter 115A of the General Statutes further effects the Constitutional mandate to maintain a public system of higher education. Enacted in 1963 after legislative consideration of the report of The Governor's Commission on Education Beyond the High School, Chapter 115A

> provide[s] for the establishment, organization and administration of a system of educational institutions throughout the State offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult educational programs . . . .

This statute authorizes a statewide network of 23 community colleges, offering two-year college transfer and technical and vocational programs, and 35 technical institutions. A State Department of Community Colleges, under the State Board of Community Colleges, provides State-level administration of this system. Each of the institutions is governed by a board of trustees which is the body corporate of the institution.

B. The Purposes of Higher Education

In redefining The University of North Carolina in 1971, the General Assembly declared three basic goals for higher education:

1. To extend the benefits of education;
2. To improve the quality of education; and
3. To encourage an economical use of the State's resources.

These basic goals can be restated in these terms: It is the policy of the State of North Carolina (1) to provide access to higher educational opportunities for its citizens (2) through a well-planned and coordinated system of higher education which is (3) effective and efficient and (4) responsive to special educational needs.

C. Duties of the Board of Governors

The principal responsibility for the development of a well-planned and coordinated system of higher education, and for the establishment and execution of policies to attain these three basic purposes, is assigned by statute to the Board of Governors. It is the specific task of the Board to plan and develop the coordinated system. Consistent with that task, the Board is assigned five major categories of general powers and duties:

1. With reference to the constituent institutions of The University of North Carolina, the Board of Governors must "govern the 16 constituent institutions" and "be responsible for the general determination, control, supervision, management and governance of all affairs of the constituent institutions . . .", and it may make policies and regulations for that purpose. [G.S. §116-11(1)]

The Board must determine the functions, educational activities, and academic programs of the institutions and the degrees that each may award. After notice and hearing to the affected institutional Board of Trustees, the Board of Governors may withdraw prior approval of an existing program if it appears to the Board to be "unproductive, excessively costly or unnecessarily duplicative." [G.S. §116-11(3)]

Enrollment levels at each institution are set by the Board. By implication, this includes the authority to set enrollment levels within various units and programs within each institution. [G.S. §116-11(8)]

Subject to overriding legislative action, the Board sets the tuition and fees to be charged by each institution. [G.S. §116-11(7)]

The establishment of any new publicly-supported institution of higher education above the community college level requires the approval of the Board of Governors. [G.S. §116-11(6)]

The President of The University, and on his recommendation the members of his professional staff and the Chancellors of the constituent institutions, are elected by the Board of Governors. On recommendation of the President and the appropriate Chancellor, the Board elects and fixes the compensation of all vice chancellors, senior academic and administrative officers, and persons having permanent tenure. [G.S. §116-11(4), 11(5)]

The Board of Governors was substituted for the old Boards of Trustees of the several institutions as the authorizing body for the issuance of institutional bonds to finance various types of facilities. [G.S. §116-175, 187]

It is in its budgetary role that the Board of Governors acquired perhaps its most significant specific authority, that of preparing a "single unified recommended budget for all of public senior higher education . . ." for presentation to the Governor, the Advisory Budget Commission, and the General Assembly.

The Board of Governors has the general authority to acquire, manage, and dispose of property, and it holds title to all property formerly owned by the institutional Boards of Trustees. Property originally given to a particular institution or for a special purpose must continue to be held by the Board of Governors subject to the terms of the donation. [G.S. §116-3, 12] The Board has transferred to the control of the constituent institutions the assets of their endowment funds.

In recognition of the need for some decentralization of authority within The University, the Board of Governors is authorized to delegate any of its powers to the institutional Boards of Trustees or, through the President, to the Chancellors. [G.S. §116-11(13)] One of the first actions of the Board after taking office in July, 1972, was to make extensive delegations to Boards of Trustees and Chancellors. The Board retains all powers not specifically given to the institutional Boards of Trustees. [G.S. §116-11(14)]

2. With reference to the State Board of Community Colleges and the Department of Community Colleges, the Board of Governors is to maintain liaison through appropriate and regularized consultative processes, in accordance with the intent to develop a coordinated system.

3. With reference to the private colleges and universities, in the interest of developing a coordinated system of higher education, the Board is

(a) to assess the contributions and needs of those institutions and give advice and recommendations to the General Assembly to the end that their resources may be utilized in the best interest of the State;

(b) to review all requests for State aid to private colleges and universities or to their students and make recommendations to the General Assembly;

(c) to license to confer degrees the non-public institutions established in the State after December 31, 1960.

(d) to approve the appointment by the President of an advisory committee of presidents of private colleges and universities; and

(e) to maintain liaison and consult with the private institutions through that advisory committee or other appropriate mechanisms.

4. With reference to statewide State or federal programs that provide aid to institutions or students in postsecondary education through a State agency, except for those related exclusively to the community colleges, the Board of Governors is to administer such programs in accordance with State or federal statute to insure that such activities are consonant with the development of a coordinated system of higher education.

5. With reference to all of higher education in North Carolina, the Board is

(a) to plan and develop a coordinated system of higher education for the State and prepare and keep current a long-range plan for that system. [G.S. §116-11(2)]

(b) to collect and disseminate data concerning higher education in the State (in this regard it may prescribe uniform reporting practices and policies for the constituent institutions);

(c) to give advice and recommendations to the Governor, the General Assembly, the Advisory Budget Commission, and the Boards of Trustees of the constituent institutions; and

(d) to provide information and assistance to prospective students and to the public and private institutions on matters regarding student admissions, transfers, and enrollments through the Educational Opportunities Information Center.

These comprehensive duties and responsibilities, reaching across all of higher education, constitute for the Board of Governors its tasks of governance, management, budgeting, advising, planning, and consultation, all for the purpose of achieving through a coordinated system the declared purposes of higher education as set forth in the Constitution and the statutes.

The objectives established by the Board of Governors in furtherance of the three basic purposes declared in the 1971 legislation are described in the remaining sections of this chapter.

D. Objectives of the Board of Governors

1. Extension of Benefits and Access to Higher Education

To extend the benefits of higher education, it is the objective of the Board of Governors to provide needed higher educational opportunities for all citizens of North Carolina who have the aptitude, motivation, and desire to pursue programs of higher education. Attainment of this objective is necessarily constrained by the availability of resources. This constraint is particularly important in providing programs at the graduate and first professional levels, where higher program cost and specialized facilities and other resources are required. These considerations apply also in certain areas of undergraduate education.

a. Benefits of Higher Education

(1) Instructional Program: Benefits

Throughout its history, North Carolina has placed emphasis upon the necessary role of higher education in the life of the State. Beginning with the first State Constitution of 1776, an obligation to provide higher education opportunities has been a conspicuous element in the development of North Carolina. This obligation is reflected in current constitutional provisions with respect to encouraging the means of education, the maintenance of a public system of higher education, and providing the benefits of public higher education to the people of the State at the lowest practicable cost to them.

The question is nevertheless asked, and appropriately asked: Does higher education truly benefit both the individual and the society as a whole? New research sponsored jointly by the Carnegie Commission and The National Bureau of Economic Research finds that (1) formal schooling does yield a monetary "payoff"; (2) the payoff is not restricted to those with favorable family background factors or high ability; (3) higher education tends to enhance capacity for intelligent choice in many areas of human activity; (4) those with more education regard the acquisition of general knowledge as a much more important (productive) function of schools than preparation for specific careers[1]; and (5) higher education produces substantial social benefits through both its strictly instructional activities and its research and public service activities.

The benefits received by an individual investing in a higher education, the so-called personal or private benefits, may be pecuniary or nonpecuniary in nature. Certainly the most easily-quantified topic in the economics of education is the influence of schooling on individual earnings. Among the primary personal benefits of investment in higher education are increased income and enhanced job security. On the average, there is little doubt that income rises with formal schooling levels, and that unemployment varies inversely with education. The overriding conclusion from current research is that higher education pays a substantial monetary return to those who invest in it, even after careful adjustments are made for ability and background.

As for the personal, nonpecuniary aspects of higher education, it may be cogently argued that the most important impact of higher education on individuals is not the enhancement of earnings potential, but rather the changes higher education causes in social and community attitudes, work habits, and in the development of constructive and positive behavior patterns within the constraints of a democratic society; and the immediate satisfaction of attending college and the satisfaction which families derive from the opportunities that become available to their children through higher education. To this can be added the life-long personal rewards gained in knowledge, understanding, and heightened aesthetic appreciation.

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[1] F. Juster, ed., Education, Income, and Human Behavior (New York: McGraw-Hill Co., 1975), pp. 41-42.

Social benefits from higher education or the advantage gained by society as a whole due to investment in higher education derive partly from the instructional activities of higher education and partly from the research and public service activities.[2]

(2) Research Programs

The University of North Carolina makes a substantial and enduring contribution through the research activities carried on in its constituent institutions. While vitally related to the instructional function of The University, research has a significance transcending its immediate contribution to the classroom. The research university in particular is a place of congregation for a community of scholars in whose support are assembled the libraries, laboratories, computers, and other technological and human resources necessary to enable them to carry on the creation, synthesis, and dissemination of knowledge. Through university-based research have come many of the advances of modern times. For further details on research activities, see Chapter Four.

(3) Public Service Programs

Each constituent institution of The University of North Carolina provides some form of public service to persons other than regularly enrolled students. The categories of public service provided include community services, cooperative extension services, direct patient care and health care supportive services, and public broadcasting services. For further details on public service programs, see Chapter Four.

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[2] Howard R. Bowen and Paul Servelle, Who Benefits from Higher Education -- and Who Should Pay? (Washington: American Association of Higher Education, 1972), pp. 21, 25-26.

b. Programs to Provide Access

The Board of Governors seeks to insure this needed access to higher educational opportunity primarily through three programs.

(1) Low Tuition

In accordance with the provisions of Article IX, Section 9, of the Constitution of North Carolina, the Board of Governors has sought to keep tuition charges to North Carolina students attending the constituent institutions as low as practicable.

Tuition schedules for North Carolinians are generally modest, ranging from $270 a year in the general baccalaureate institutions to $364 a year in the doctoral-level institutions,[3] but these are not insignificant charges for large numbers of students. Relatively modest tuition charges to North Carolina residents, it must be emphasized, constitute the most important single form of student financial aid provided by the State to citizens attending its institutions. Thus, the tuition charges in The University of North Carolina are one of the key elements in making higher education accessible to citizens of the State, and a policy of low tuition, mandated by the State Constitution for more than a century, represents one of the most important investments the State can make in the general welfare of its individual citizens and in its economic and social growth and development.

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[3] Resident tuition for college students at the School of the Arts is now at $568, and tuition charges for residents in various health professions schools are also higher than the regular rates -- e.g., $818 in the schools of medicine.

These modest tuition charges apply, moreover, only to regular session North Carolina resident students. North Carolina charges to out-of-state students are about six times the rates applicable to residents and are among the highest in the Southern region. Tuition charges for out-of-state students now range from $1,754 to $2,082. It is the primary obligation of the State's institutions to serve the citizens of the State. All University institutions fully subscribe to that principle. It is also important, however, that there be some diversity in the student populations of the institutions. An ability to enroll some significant number of out-of-state and foreign students is an important means of contributing to this diversity, as well as to the quality of institutional programs and therefore to the quality of service to the State.

Further, the tuition charges to residents of North Carolina, as noted above, pertain to regular session enrollments. North Carolina citizens served by degree credit extension instruction pay proportionately higher charges than do students in regular session programs, since extension instruction is largely supported from student receipts. Moreover, on-campus resident instruction during the summer session is supported to a larger extent by student payments than is regular session instruction, although State appropriations are made to the institutions for the partial support of the summer school.

North Carolina has been able to broaden access to the institutions of The University by a policy of modest tuition. Tuition, however, constitutes only a part of the costs that students or their families must meet. There are also special fees that must be charged to support various activities and programs which are not supported by appropriated funds, and there are debt retirement fees which must be charged to pay for the construction and maintenance of certain types of facilities which, by North Carolina practice, are not generally constructed from appropriated funds. These various types of fees are needed to provide certain essential programs and facilities, and they offset in part the benefits of low tuition. Further, the student must, in addition to these direct charges, have the necessary funds to pay for food, housing, and other necessities. Low tuition, or even free tuition, is not a sufficient answer to the problem of access. Comprehensive programs of student financial aid must therefore be available if there is to be access to public higher education for large numbers of citizens.

(2) Student Financial Aid

Accordingly, major resources of student financial aid are indispensable if a broad measure of higher educational opportunity is to be attained. Currently major resources for this purpose are available, particularly for the benefit of undergraduate students.

These financial aid programs for students enrolled in higher education institutions are in the form of grants, various types of loans, scholarships, and funds for student employment. Funds are provided by the State, by private sources, by the institution, and by the federal government. Federal programs constitute the largest single source of student financial aid, and it is upon a variety of federally-financed programs that broad access to educational opportunity is especially dependent.

Continued federal programs in this area, combined with low tuition and supplemented by necessary State programs, are thus essential if educational access is to be provided to citizens of North Carolina who have the aptitude, motivation, and desire to pursue higher educational programs but who lack the personal financial resources to avail themselves of this opportunity.

(Additional information on the use of student financial aid to improve access to educational opportunities is contained in Chapter Five.)

(3) Articulation

A related means of improving student access to higher education is in the area of program articulation, that is, the policies and guidelines that facilitate students' transferring from one institution to another institution of higher learning with minimum loss of credit or time.

The improvement of articulation policies is the special concern of the Joint Committee on College Transfer Students. The Committee consists of representatives of the community colleges, private institutions, and The University. It has prepared and The University has published a compilation of Policies of Senior Colleges and Universities Concerning Transfer Students from Two-Year Colleges in North Carolina. This document provides students and counselors with needed information about the transfer of credit, to aid the student in choosing an institution and, before transfer, to design a program of study to meet graduation requirements. The Committee also has formulated a set of Guidelines for Transfer, recommended policies for consideration by the institutions in formulating or modifying their policies on the acceptance of transfer credit.

Special articulation studies such as Nursing Education: North Carolina Articulation Project (1977) have been prepared for the health professions.

c. Measures of Access

The progress attained in providing access to higher educational opportunity is best measured by the 1972-1980 change in the percentage of 17-26 year old North Carolinians[4] who attend the constituent institutions of The University of North Carolina. In 1972 this percentage was 7.6; in 1980 it had risen to 7.9. Although this progress is commendable, there still exists a sizable gap between the State's college going rate and that of the nation. This gap is best measured by the difference in freshman enrollment rates in 1978. In North Carolina, the rate was .42; in the nation as a whole the rate was .60.[5] Because this gap is based on the number of high school graduates who attend college as first-time freshmen, it demonstrates a significant potential for enrollment growth during the coming decade as the State moves to close the remaining gap.

A particular aspect of the matter of going rates that should be noted is the increasing college attendance rate of black citizens. Total enrollment of black students in the 16 constituent institutions was 14,440 in the fall of 1972. In the fall of 1980, this total had increased to 21,793 or 50.9 percent greater than in 1972. By comparison, enrollment of white students and others was 26.8 percent larger in 1980 than in 1972.

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[4] The number of 17-26 year olds is estimated to equal the number of 15-24 year olds two years earlier in Update North Carolina Population Projections, published by the Office of State Budget and Management (Raleigh, N.C., June, 1980).

[5] U.S. first-time college freshman enrollments and U.S. high school graduates were obtained by special request from Dr. Vance Grant, Director of Statistical Services, National Center for Educational Statistics, Washington, D. C. North Carolina public high school graduates are taken from the Statistical Profile North Carolina Public Schools, Spring 1979, p. I-24. Based on telephone conversations with officials of the State Department of Public Instruction, the number of private high school graduates in 1978 was estimated as 1,200.

2. Effectiveness: The Quality of Higher Education

a. Relationship of Effectiveness to Other Objectives

As already noted, extending the benefits of higher education, both in terms of student access and in the extensiveness of program offerings, must be balanced with the effectiveness of higher education and the economical use of resources. Effectiveness refers to qualitative standards -- to the capability of educational programs to achieve their objectives at acceptable levels of performance. Effectiveness is directly related to efficiency -- to the economical use of resources. Programs that do not meet acceptable qualitative standards and are therefore ineffective are necessarily inefficient in their use of scarce resources allocated for their support. Efficiency and effectiveness must be related also to the comprehensiveness of program offerings. The statutes draw attention to this relationship in conferring upon the Board of Governors the authority and the responsibility "to withdraw approval of any existing program if it appears that the program is unproductive, excessively costly or unnecessarily duplicative."

b. Measures of Effectiveness

The effectiveness of programs is critical to the processes of planning in each institution. These must be areas of paramount concern to trustees, administrators, faculty, and students. They are equally important to the Board of Governors in the exercise of its responsibilities.

One basic measure of the effectiveness of an institution, or of some component or division of an institution, is its accreditation status.

An institution of higher education usually cannot attract students without the approval of an accrediting agency as evidence that it meets the minimum qualitative standards of its peer group. Accreditation is the evaluation and recognition of the quality of an educational program or institution by a non-governmental agency. There are two types of educational accreditation: specialized accreditation (sometimes referred to as professional accreditation) and institutional accreditation. Specialized or professional accreditation is the evaluation and recognition of the quality of a program of study in a particular discipline according to established criteria and standards for accreditation. Institutional accreditation is the evaluation and recognition of the entire institution and is designed to insure that each of the institution's components is contributing to the achievement of its overall objectives.

It would be misleading to say that all colleges and universities accredited by a regional accrediting association meet the same standards of educational quality. Such an association contains in its membership a wide range of institutions. Each is evaluated to determine whether it has the resources to accomplish at a minimal level of quality the objectives that it has set for itself. Accreditation is thus essential for establishing the threshold of academic performance that will secure for an institution or a program approved membership in the academic community. It is also useful in protecting the public from schools of unacceptable standards of quality. It is by no means, however, a definitive measure of the effectiveness of programs.

Each of the 16 constituent institutions of The University of North Carolina is currently accredited by the Southern Association of Colleges and Schools; however, there are some professional and special programs offered by several of the institutions that have not yet been approved by the appropriate program agency. It is the objective of the Board of Governors to have all institutions and all programs that would benefit therefrom approved by the relevant accrediting authority. Thus, it is the objective of the Board to maintain all needed general and special programs in the 16 constituent institutions at a level of quality that meets or exceeds minimum accreditation standards. The means through which the Board of Governors can work to assure this standard of effectiveness are outlined in Chapter Seven.

The 16 constituent institutions of The University constitute a diverse community of higher education. It is the objective of the Board of Governors to preserve this diversity and to encourage each institution to develop the organization and facilities best suited to serving the needs of the students that are attracted to its campus. This means a diversity of students, of programs, of faculties, and of services rendered to the State, but all within a framework of effective educational programs within the assigned mission of each institution that can contribute to the improvement of the quality of higher education.

3. The Economical Use of Resources

The statutory provisions provide useful guidance for the objective of achieving a more economical use of resources. The guidance is provided not only in the admonition to eliminate programs that are "unproductive, excessively costly or unnecessarily duplicative," but also in the responsibility to plan and develop a coordinated system, to determine the functions of each institution, to establish enrollment levels for each constituent institution, and to prepare a unified budget request for public senior higher education, including a schedule of priorities for the allocation of funds appropriated without reference to constituent institutions. These provisions instruct the Board to exercise its responsibilities in a broad context and from a broad perspective, and these are the critical means through which a more economical use of resources will be achieved. One University, not 16 separate entities, is the context and the perspective for decision-making. The Board will continue diligent efforts to carry out this goal of economy in operation.

Procedures and criteria for the review and assessment of new and established programs in The University of North Carolina are contained in subsequent chapters of this long-range plan. These procedures and criteria speak to the attainment of greater effectiveness and efficiency, as well as to the question of the comprehensiveness of program offerings.

4. Extension of Benefits and Comprehensiveness of Educational Programs

The objective of extending the benefits of higher education has a second dimension for The University of North Carolina beyond that of student access. It requires also a wide array of educational program offerings, geographically dispersed across the State. This extensiveness of programs is explored at greater length elsewhere in this document. Some general comments are pertinent here.

First, with reference to the dispersal of the institutions, it appears that the present structure of 16 constituent institutions is sufficient. Successive legislatures and the Board of Governors have sustained the judgment that each should continue to exist. Each has a physical plant that represents a major investment on the part of generations of taxpayers and generations of students. Each has its own faculty, its own library, its own clientele, its own alumni, and its own friends and supporters. The most reasonable and the most effective means of achieving the stated goals of higher education is clearly to make the most effective use of the 16 campuses. This conclusion is strengthened, moreover, when one considers the whole and not only the parts. It is essential that the future development of these 16 institutions proceed in a coordinated manner within a unified governance structure. Sixteen constituent institutions under a single governing board can better address the need for comprehensiveness than can 16 independent institutions. At the same time, it is no less clear that present and indicated problems of higher education reveal no need to establish or acquire any new institutions -- an issue already faced on one occasion by the Board of Governors.

There are further supporting reasons for this conclusion when the characteristics of the institutions are considered. The growth of the 16 institutions was not the result of comprehensive planning, but the process was not wholly a haphazard one either. Consistent patterns and some rather clear divisions of responsibility emerge. There is a wide distribution of instructional programs at the undergraduate level in the arts and sciences disciplines, one major index to assess the extensiveness of the benefits. Similarly, in high demand undergraduate programs of a professional nature, especially in education, there is a wide distribution of many programs. Programs that entail high costs, or require more specialized facilities and resources, or have a more limited demand, are much less extensive in their distribution. This is particularly the case at the doctoral and first professional levels, to a lesser extent at the master's level, and in some areas of study at the baccalaureate level. Extensiveness in this regard must be weighed against assurance of higher qualitative standards -- i.e., effectiveness in program offerings in the context of limited resources.

The comprehensive extension of the benefits of higher education must include strong programs in research and in public service, as well as in instruction.

In conclusion, it should be emphasized that a special and continuing educational objective of the Board of Governors is to promote further racial integration of The University of North Carolina. Substantial achievements in this effort were made during the period 1972-1980, and efforts to this end will continue during the present planning period.

CHAPTER FOUR

INSTRUCTION, RESEARCH, AND PUBLIC SERVICE

The educational services and programs of institutions of higher education are commonly grouped into three major functions: instruction, research, and public service. This grouping provides a convenient means of classification, but all three functions are closely interrelated. Together they comprise the educational mission of an institution. The relative importance of two of these functions -- research and public service -- as components of the educational mission differs among various types of institutions.

This chapter describes the general scope and content of instruction, research, and public service programs in The University of North Carolina; it defines general policies and priorities in these areas; and it defines the educational mission of each constituent institution for the current planning period in the academic program plan in its concluding section.

I. INSTRUCTION

A. Introduction

"Instruction" includes all those teaching and related scholarly activities that define the primary purpose of each of the constituent institutions of The University of North Carolina, and of all institutions of higher education. Research, public service, student services, institutional support, physical plant operations, and all other institutional activities and services are organized and function principally in direct support of, or in some direct relationship to, the institution's instructional program.

B. Program Definitions

1. Degree Program Levels

Academic degree programs in the 16 constituent institutions of The University of North Carolina are now offered at the following levels:

Bachelor's degrees, usually requiring four years of study beyond high school;

Master's degrees, usually requiring one to two years of study beyond the bachelor's (although in some professional fields, like dentistry, the master's is taken only after completion of the first professional degree);

First Professional degrees in law, dentistry, medicine, pharmacy, and veterinary medicine (J.D., D.D.S., M.D., B. Pharm., D. Pharm., and D.V.M., respectively), usually requiring a bachelor's degree for admission to the program and then requiring three or four years of advanced professional study and training; and

Doctoral degrees (the Ph.D., Ed.D., and Dr.P.H.), for which the bachelor's degree and often the master's will be prerequisite and usually requiring three or four years of study beyond the bachelor's.

2. Certificate of Advanced Study Programs

In addition to degree programs, some of the institutions offer specific courses of study for professional certification that are not associated with the conferral of a particular degree. These programs usually require one year of study beyond the master's degree level, and provide for a higher level of certification for public school teachers and administrators. The basic certification requirements are those defined by the State Board of Education,[1] and the programs of study lead to the conferral of the "Certificate of Advanced Study" by the institution. It is the present intent of the Board of Governors to utilize the designation "Certificate of Advanced Study" with respect to all such sixth-year programs hereafter established for public school personnel, and not to authorize additional Ed.S. degree programs beyond those now authorized. This matter was examined in greater detail in the report of the Teacher Education Review Program.[2]

3. Other Post-Baccalaureate Certificate Programs

Apart from degree programs, some institutions also provide courses of study that enable individuals already holding the baccalaureate degree to qualify for some level of professional certification. Those certification requirements are defined by the appropriate licensing agency. Most of the activity of this type, which involves study beyond the baccalaureate degree requirements but is not directed toward a master's or other higher degree, is in teacher education. Certification is provided, in teacher education, by the State Board of Education through the Department of Public Instruction, and not by institutions of The University.

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[1] North Carolina Department of Public Instruction, Division of Teacher Education, Standards and Guidelines for Approval of Institutions and Programs for Teacher Education: Competency-Based Program (Raleigh: May, 1977), pp. 106 ff.

[2] A Review and Evaluation of Teacher Education Programs in The University of North Carolina, Report 2 (Chapel Hill: The University of North Carolina, October, 1977), p. 151.

4. Pre-Baccalaureate Courses of Study

Four institutions of The University offer programs of a technical nature that require up to two years of study beyond high school to complete. These programs lead to an associate degree or to some designated certificate.

One institution, The North Carolina School of the Arts, also offers instruction at the secondary level and is authorized to offer the high school diploma.

5. Degree Program Classification

For planning and other purposes The University classifies its degree (and certificate) programs with a modified version of the classification structure used by the National Center for Education Statistics in its Higher Education General Information Survey (HEGIS)[3]. The HEGIS system classifies all programs of study first into 24 major Discipline Divisions. These are:

0100	Agriculture and Natural Resources
0200	Architecture and Environmental Design
0300	Area Studies
0400	Biological Sciences
0500	Business and Management
0600	Communications
0700	Computer and Information Sciences
0800	Education
0900	Engineering
1000	Fine and Applied Arts
1100	Foreign Languages
1200	Health Professions
1300	Home Economics
1400	Law
1500	Letters
1600	Library Science
1700	Mathematics
1800	Military Sciences
1900	Physical Sciences
2000	Psychology
2100	Public Affairs and Services
2200	Social Sciences
2300	Theology
4900	Interdisciplinary Studies

These discipline divisions (or major "academic subdivisions of knowledge and training") are then further divided into "discipline specialties." For example, the discipline division biological sciences consists of such discipline specialties as botany, bacteriology, zoology, and anatomy, while English literature, classics, and philosophy are among the discipline specialties in the discipline division letters.

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[3] Robert A. Huff and Marjorie O. Chandler, A Taxonomy of Instructional Programs in Higher Education (Washington: U.S. Office of Education and National Center for Educational Statistics, 1970).

With adaptations and modification, all currently authorized degree program activity at each of the 16 constituent institutions and at each of 30 private senior colleges and universities has been classified in accordance with this HEGIS system. For all senior institutions of higher education in North Carolina, therefore, there is consistency in program definitions across the discipline specialties and discipline divisions, and in the specification of all existing degree programs within these classifications.[4]

6. Degree Programs and Degree Program Tracks

Within the HEGIS classification system, definitions are provided for instructional program planning: A degree program is a program of study with a concentration (or major) in some specified discipline specialty that leads to a degree in that discipline specialty or in some designated subdivision of the specialty at a particular level of instruction. A degree program track is a variation of an existing degree program which leads to a degree in the same discipline specialty at the same level of instruction but differs in its specific course requirements within that specialty. The bachelor's degree in general chemistry, for example, is a degree program. The bachelor of arts in chemistry and the bachelor of science in chemistry both require a concentration (or major) in chemistry, but they differ with regard to their requirements for graduation and are degree program tracks within the same degree program.[5]

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[4] The National Center for Education Statistics has said that it will install a new classification system for "instructional programs" within the next year, and the new system will thereafter be used in the HEGIS reports. The intended new system is far more complex and attempts to place in a single classification structure all types of programs in all of postsecondary education. If the new system is installed, The University will have to consider whether it is worthwhile or practicable to convert to it. Conversion will likely be costly and raise many problems, and a preliminary analysis calls into question -- at best -- the worth of such an effort.

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[5] Similarly, a bachelor's degree program (or major) taken in chemistry, but including also the courses and practicum in education as defined by the Department of Public Instruction to qualify for certification in secondary education in science, is counted also as a separate degree program track. All course clusters designed to lead to certification are by definition degree program tracks and must be authorized by the President prior to, or simultaneously with, State Board of Education approval.

C. The Distribution of Degrees

The extent and range of degree program offerings in the institutions of The University of North Carolina and in other institutions of higher education in the State have been described in Chapter Two. This section discusses trends in the number and distribution of degrees conferred by level, by constituent institutions of The University over the last decade and trends in the distribution of degrees across disciplines.

1. Number and Distribution by Degree Level

As shown in Table 4-1, the number of degrees conferred at all levels by the 16 institutions substantially increased over the years from 1970-71 through 1978-79, except at the doctoral level where the increase was considerably less.

Table 4-1

NUMBER OF DEGREES CONFERRED BY LEVEL
BY THE 16 CONSTITUENT INSTITUTIONS OF
THE UNIVERSITY OF NORTH CAROLINA
1970-71, 1974-75 and 1978-79

Year	Bachelor's	Master's	1st Professional	Doctor's
1970-71	12,499	3,009	297	499
1974-75	15,118	3,909	476	544
1978-79	16,155	4,888	468	544
Percent Increase 70-71/78-79	29%	62.5%	57.6%	9.0%

The most significant growth was in the first part of the decade, reflecting the greater rates of enrollment growth in the late 1960's and the early 1970's. Baccalaureate degrees conferred in 1974-75 increased by 21 percent over the number conferred in 1970-71. The increase in 1978-79 over 1974-75 was only seven percent. The differential at the master's level -- again demonstrative of important changes in enrollment trends -- was not as marked: the number conferred in 1974-75 was 30 percent greater than in 1970-71, and in 1978-79 was 25 percent more than in 1974-75.

At the first professional level the increase in the first part of the decade was dramatic -- 60 percent more in 1974-75 than in 1970-71, and then showing a slight drop in 1978-79. The change reflects the rapid growth in enrollments in medicine, dentistry, and law. There has been a stabilization in more recent years, reflecting the cut-back in enrollments in the School of Law at North Carolina Central University. This apparent stabilization will begin to change shortly. The first graduating class at the East Carolina University School of Medicine will be in 1981, and the size of graduating classes will increase over the next five years; also, by the middle of the decade students will be graduating from the School of Veterinary Medicine at North Carolina State University at Raleigh; and the establishment of the evening program in the School of Law at North Carolina Central University should lead to an increase in graduates receiving the J.D. degree by the middle of the decade.

The number of doctoral degrees conferred has not markedly changed, reflecting the national "surplus" in some disciplines that was widely publicized in recent years and the reductions in student admissions to many doctoral programs. This trend will likely change, however, in the coming decade, as the demand rises for persons trained at the doctoral level in most of the sciences, in engineering, and in various other fields. (In fact, the number of doctorates conferred in University institutions in 1978-79 was eight percent more than in 1977-78.)

2. Distribution of Enrollments and Degrees by Discipline Division

Viewed from a University-wide perspective, significant changes have taken place in the period 1972-1979 in the distribution of student enrollments among the various discipline divisions, as trends in rates of enrollment growth have also changed significantly.

As seen in Table 4-2, education led all discipline divisions in graduate enrollments in 1972 and again in 1979, but its share of total enrollment declined slightly during the period. Although not shown in the table, between 1975 and 1979, graduate enrollments in education decreased by more than 16 percent and education's share of all graduate enrollments fell by nearly 6.5 percentage points. Table 4-2 also reflects significant decreases in graduate enrollments in mathematics (19 percent), the social sciences (20 percent), and foreign languages (39 percent).

By contrast, students were choosing more of the professional programs at the graduate level. Graduate enrollments in computer science were up by more than 121 percent between 1972 and 1979. Other graduate program areas which experienced significant increases during the period were home economics (121.5 percent), public affairs (91 percent), business and management (85.5 percent), health professions (71 percent), and agriculture (67 percent).

Table 4-2

THE UNIVERSITY OF NORTH CAROLINA
TRENDS IN GRADUATE ENROLLMENT
BY ACADEMIC DISCIPLINE DIVISION
FALL 1972 AND FALL 1979

Discipline Division	Percent Change Fall 1972 & Fall 1979	Percent of Total Enrollment Fall 1972	Percent of Total Enrollment Fall 1979
Computer Science	121.67	0.55	0.95
Home Economics	121.48	1.37	2.35
Public Affairs	90.50	2.22	3.28
Business & Management	84.53	6.88	9.84
Health Professions	71.12	4.67	6.19
Agriculture	67.12	2.04	2.64
Biological Sciences	45.22	6.54	7.35
Psychology	39.24	3.63	3.91
Education	24.79	31.88	30.82
Physical Sciences	20.09	4.25	3.94
Library Science	15.87	3.07	2.75
Communications	14.06	0.59	0.52
Architecture	4.95	1.85	1.51
Engineering	2.17	5.08	4.02
Fine Arts	-0.60	3.04	2.34
Letters	-6.47	6.24	4.52
Mathematics	-18.83	2.83	1.78
Social Sciences	-20.38	9.55	5.89
Foreign Languages	-39.11	2.49	1.17

Most of the shifts evident among graduate enrollments were seen also at the undergraduate level. Table 4-3 shows that significant increases occurred in undergraduate enrollments in computer science (more than 1,600 percent between 1972 and 1979), public affairs (nearly 230 percent), health professions (almost 182 percent), and business and management (more than 90 percent). Business and management enrollments grew significantly as a proportion of total University enrollments. Thus, the 90 percent enrollment growth becomes even more important when it is noted that enrollments in these programs accounted for over 13 percent of upper division undergraduate enrollment in 1972 and more than 20 percent by 1979, making it the largest single program area at the undergraduate level by that year.

Undergraduate enrollments in education declined by about 16 percent during the period, and education's share of total enrollments fell significantly. Overall, seven program areas lost enrollments.

Trends in the distribution of degrees conferred generally parallel the enrollment trends. As in enrollment, education led all discipline divisions University-wide in the percentage of graduate degrees conferred. In fact, as reflected in Table 4-4, graduate degrees conferred in education increased by 43.3 percent between 1972-73 and 1978-79, and this area also increased its share of all graduate degrees conferred. Future developments in this regard will be significantly affected by the increasing numbers of teachers and other school personnel seeking certification at the graduate level. In-service programs for these individuals, as noted in other planning studies, are assuming increasing importance in education enrollments and program activity, relative to undergraduate pre-service programs.

Table 4-3*

THE UNIVERSITY OF NORTH CAROLINA TRENDS IN UNDERGRADUATE ENROLLMENT BY ACADEMIC DISCIPLINE DIVISION FALL 1972 AND FALL 1979

Discipline Division	Percent Change Fall 1972 & Fall 1979	Percent of Total Enrollment Fall 1972	Percent of Total Enrollment Fall 1979
Computer Science	1641.64	0.08	1.09
Public Affairs	229.36	1.62	4.17
Health Professions	181.92	3.46	7.62
Business & Management	90.29	13.59	20.18
Communications	65.66	1.11	1.43
Agriculture	57.52	2.02	2.48
Physical Sciences	55.42	2.52	3.05
Fine Arts	52.95	3.38	4.04
Biological Sciences	42.14	4.39	4.87
Home Economics	41.50	2.35	2.60
Architecture	36.80	0.87	0.96
Engineering	35.34	7.35	7.76
Psychology	6.55	4.78	3.98
Area Studies	3.33	0.40	0.32
Education	-15.94	21.04	13.80
Mathematics	-18.46	2.60	1.65
Foreign Languages	-22.19	1.04	0.63
Letters	-23.44	6.74	4.02
Library Science	-29.58	0.24	0.13
Social Sciences	-32.94	18.12	9.48
Interdisciplinary Studies	-53.88	1.68	0.60

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*Undergraduate enrollment data include only upper division students and exclude freshmen and sophomores.

Table 4-4

THE UNIVERSITY OF NORTH CAROLINA TRENDS IN GRADUATE DEGREES CONFERRED BY DISCIPLINE DIVISION FOR 1972-73 AND 1978-79

Discipline Division	Percent Change 1972-73 and 1978-79	Percent of Total Number of Degrees Conferred	
		1972-73	1978-79
Home Economics	109.09	1.04	1.69
Business & Management	90.95	4.96	7.38
Architecture	87.72	1.35	1.97
Psychology	87.38	2.43	3.55
Public Affairs	65.29	2.86	3.68
Agriculture	60.61	1.56	1.95
Education	43.3	40.72	45.45
Computer Science	36.36	.26	.28
Fine Arts	34.61	2.06	2.15
Biological Sciences	20.27	5.31	4.97
Health Professions	14.15	7.52	6.68
Communications	6.67	.35	.29
Engineering	-11.45	4.64	3.2
Letters	-11.64	5.48	3.77
Social Sciences	-14.15	7.43	4.97
Mathematics	-20.81	2.33	1.44
Physical Sciences	-22.13	2.88	1.75
Foreign Languages	-57.29	2.27	.75

Business and management programs at the graduate level were not in such high demand in the late 1960's and early 1970's as they are today. In 1972 they ranked sixth among all discipline divisions in the number of graduate degrees conferred. By 1979, business and management programs had moved into second place among all program areas, with a 91 percent gain in total degrees conferred.

Table 4-5 shows that at the undergraduate level, degrees conferred in programs in the discipline division of education declined by more than nine percent between 1972-73 and 1978-79. This compares with the more than 43 percent gain in degrees conferred in this discipline division at the graduate level, noted earlier. Bachelor's degrees in the social sciences also declined between 1972-73 and 1978-79, by over 38.5 percent. This is a significant development since disciplines in the social sciences accounted for over 20 percent of undergraduate degrees conferred in 1972-73 and over 11 percent in 1978-79.

Special note needs to be taken of trends in enrollments and degrees conferred in engineering. At the undergraduate level, enrollment had grown in 1979 by more than 35 percent over 1972. There was actually a sharp decline in engineering enrollments in the early 1970's -- a drop of 25 percent among the three University schools of engineering from 1972 to 1973. Then enrollments began to rise sharply. Engineering is now faced with special kinds of problems, both in The University of North Carolina and nationally. The demand for baccalaureate graduates is so high, and the job market so favorable, that graduate enrollments are not increasing commensurate with the growth in undergraduate enrollments. There has been an actual decline in the number of graduate degrees conferred in

Table 4-5

THE UNIVERSITY OF NORTH CAROLINA
TRENDS IN BACCALAUREATE DEGREES CONFERRED BY DISCIPLINE DIVISION FOR 1972-73 AND 1978-79

Discipline Division	Percent Change 1972-73 and 1978-79	Percent of Total Number of Degrees Conferred	
		1972-73	1978-79
Public Affairs	187.84	1.92	4.91
Home Economics	111.34	1.66	3.11
Health Professions	88.39	4.38	7.33
Architecture	81.52	0.64	1.03
Physical Sciences	65.64	2.03	2.98
Business & Management	61.02	12.90	18.46
Communications	53.85	0.95	1.30
Agriculture	53.32	1.94	2.64
Fine Arts	48.28	2.93	3.87
Biological Sciences	37.07	3.78	4.61
Computer Science	18.29	0.57	0.60
Psychology	10.79	4.61	4.54
Area Studies	-3.70	0.38	0.32
Education	-9.07	23.64	19.11
Engineering	-11.11	6.96	5.50
Letters	-26.02	7.17	4.72
Mathematics	-27.88	2.60	1.67
Social Sciences	-30.67	19.09	11.77
Library Science	-43.40	0.37	0.19
Foreign Languages	-51.50	1.39	0.60

this period, as shown in Table 4-4. The number of graduates, especially at the doctoral level, is less than the current demand for this level of training in the job market.

Two caveats need to be noted in respect to this discussion of trends in enrollments and degrees conferred. First, with some exceptions such as engineering, there are sometimes marked variations in trends within discipline divisions among some discipline specialties. For example, while undergraduate enrollments in education generally are in decline, enrollments and degrees conferred in such fields as special education are increasing, in response to rising demands.

Second, there are significant variations among the institutions in their patterns of enrollments and degrees conferred, and these variations mean that the general University-wide trends affect them in different ways. To use the discipline division of education as an example again, at The University of North Carolina at Chapel Hill and at North Carolina State University at Raleigh the proportion of all master's degrees conferred accounted for by education was about 25 percent and about 24 percent, respectively, in 1972-73, as compared with 45 percent University-wide and with more than 80 percent in individual institutions. Similar variations persist in more recent years.

D. Academic Program Planning

A central purpose of the long-range plan is the definition of the educational mission of each constituent institution, and particularly the specification of degree programs each institution is authorized to offer. This purpose is basic to the Board's obligation to the planning of a coordinated system of higher education. This section (1) summarizes the general priorities defined and followed by the Board thus far in academic program development; (2) surveys the academic program planning studies and degree program reviews and evaluations that have been conducted by the Board, those now in progress, and others to be done during the current planning period; and (3) summarizes the new degree program planning authorizations approved by the Board for this planning period. There follows a brief section dealing with extension instruction. At the conclusion of the chapter a detailed academic program plan for 1980-85 is presented for each constituent institution of The University.

1. Special Planning Studies and Program Reviews and Evaluations

The educational planning activities of the Board of Governors have encompassed a number of special studies and degree program reviews and evaluations. These have all been incorporated into the Board's long-range plan, in successive revisions, and they have helped to inform and guide educational priorities and program decisions. These studies and reviews and evaluations have generally established policies for academic program planning having these principal characteristics: (1) they have led to the development of new programs to meet identified needs in the State in various professional fields; (2) they have emphasized the strengthening of already established programs over the investment of resources in new programs when the existing programs were deemed sufficient to meet State needs for qualified professionals; (3) they have led to the discontinuation of programs that were not sufficiently strong in quality, or for which there was no apparent need; (4) they have sought to strengthen and improve each of the constituent institutions in carrying out its assigned educational responsibilities; and (5) they have been directed toward the Board's statutory obligation to extend the benefits of higher education, improve its quality, and achieve a more economical use of State resources.

a. Previous Academic Planning Studies and Program Reviews

The Board completed during the period 1972-1975 planning studies in five critical areas of professional education: medicine, veterinary medicine, law, nursing, and special education.

(1) The studies of medical education in 1973 and 1974 led to the expansion of the School of Medicine at The University of North Carolina at Chapel Hill, the establishment of a new degree-granting School of Medicine at East Carolina University, the creation of the statewide Area Health Education Centers program, and increased payments to the Bowman Gray School of Medicine of Wake Forest University and to the Duke University School of Medicine for the enrollment of larger numbers of North Carolina students. These studies also led to the creation of the Board of Governors' Medical Scholars program.

(2) The study of veterinary medical education led to a recommendation by the Board to the General Assembly in 1975, that a School of Veterinary Medicine be established at North Carolina State University at Raleigh, with a related educational activity at North Carolina Agricultural and Technical State University. The first entering class in

the new School of Veterinary Medicine will be enrolled in the fall of 1981. At North Carolina A & T State University, a new program in animal science has been established.

(3) A study of legal education in North Carolina, completed in 1974, concluded that there was not a sufficient need to establish another school of law and that priority in this field should be given instead to the continued advancement of the School of Law of The University of North Carolina at Chapel Hill and to strengthening the School of Law at North Carolina Central University. The latter school had been found to have serious deficiencies and was threatened with a loss of accreditation. Important changes have since occurred. North Carolina Central University's operating budget has been greatly increased, it occupied a new building in the fall of 1980, and full accreditation has been restored. Efforts to improve this program must continue, even though progress toward the objectives set in the 1974 study is being made.

(4) Late in 1975 the Board adopted a study of nursing education. The study set out a five-year plan for nursing education, defining certain priorities and objectives. A revision of that study is now in preparation, so that a revised plan for nursing education for the period 1980-1985 will be acted on by the Board early in 1981 as a part of the long-range plan.

(5) Beginning in 1974 an interinstitutional planning consortium was established to assist in the planning of new degree programs for teachers of exceptional children. The consortium worked closely with the Legislative Study Commission on Children with Special Needs, and involved the private colleges and universities, as well as the constituent institutions of The University. Its work led to the coordinated planning

and development of needed new degree programs in special education, school psychology, and in speech and hearing sciences. It functions now as a standing committee of the University Council on Teacher Education, which reports annually to the President and to the Board of Governors.

Since the completion by the Board of Long-Range Planning in 1976, and in conjunction with the two subsequent revisions of Long-Range Planning, reviews and evaluations of authorized degree programs in a number of discipline divisions have been made. These have included undergraduate and graduate programs in the health professions (excepting medicine and nursing, which were included in special studies), teacher education programs at all levels, home economics, and engineering. A special study was also made of all programs offered at the pre-baccalaureate level. In each instance these program reviews were done in collaboration with faculty and administration of the institutions, and in most instances, outside professional consultants also assisted. All have resulted in constructive recommendations for program improvement. Furthermore, since 1972, these analyses have identified for discontinuation 51 academic programs and 20 academic program tracks.

b. Current Academic Planning Studies and Program Reviews and Evaluations

Since the adoption of Long-Range Planning, 1978-1983, other special studies and reviews have been made, and others are still in progress.

A major study completed late in 1978 was one of program duplication among two groups of institutions. This was the Comparative Study of Baccalaureate and Master's Program Offerings: North Carolina Agricultural and

Technical State University, The University of North Carolina at Greensboro, Winston-Salem State University, and North Carolina Central University, North Carolina State University at Raleigh and The University of North Carolina at Chapel Hill. The study was especially helpful in identifying and clarifying issues related to the Board's policies on program duplication.

During 1980 a special study was made to determine the need for establishing a Graduate Center at Elizabeth City State University. The study was completed during the summer. It found a significant regional need for courses and programs at the master's level to serve public school personnel in that section of the State. Special funds were allocated by the Board to support the activity, and in the fall of 1980, master's level work was initiated on the campus of Elizabeth City State University through a consortium of three institutions: East Carolina University, North Carolina State University at Raleigh, and The University of North Carolina at Chapel Hill.

A similar study is now in progress in Winston-Salem to determine whether there is a need to establish a Graduate Center there. The study will be completed early in 1981.

Special studies continue in the area of teacher education. A comprehensive review and evaluation of programs in teacher education was made during 1976-78. Implementation of several of the major recommendations growing out of that study is still in progress. That study called attention to the possible need for improved access to Ed.D. programs. The President is requested to make a study of this matter during 1981-82 and bring his conclusions and recommendations to the Board. Another important development was the request of the State Board of Education that the Board of Governors cooperate in a special project of the State Board called the "Quality Assurance Program." The goal of this program is to lead to improvements in standards, policies, and procedures for the certification of public school teachers and in teacher education program approval by the State Board. Recommendations growing out of the "Quality Assurance Program" are expected to come before the Board during this planning period.

Program reviews and evaluations were also initiated during 1980 in the discipline division of public affairs and services and of programs in "technology," which extend across various discipline divisions. It is expected that both of these program reviews will be completed during 1981.

Finally, a review has been made during 1980 of the cooperative program in Asheville between The University of North Carolina at Asheville and Western Carolina University. Beginning in 1973, and then as elaborated in successive revisions of Long-Range Planning, the Board has worked to achieve an effective cooperative relationship between The University of North Carolina at Asheville and Western Carolina University. The objective has been to meet more effectively the educational needs of the region in which the two institutions are located, and particularly the Asheville-Buncombe County area, while avoiding costly and unnecessary duplication and competition, and while strengthening both institutions.

The University of North Carolina at Asheville became a campus of The University of North Carolina in 1969. At that time it was a liberal arts college, and its commitment to that educational mission was held by the institution through 1972. Except for some programs leading to teacher certification, it offered no professional programs. Somewhat paradoxically, the institution was also a "regional" institution to a greater extent than any other institution in terms of the geographic origin of its student body, and it continues to be today. Student housing facilities on the campus are quite limited, and a larger proportion of its enrollment consists of students from the county of location or from adjacent counties than does that of any other University institution.[6] Quite naturally, the community came to seek broader and more diversified educational and service programs than those within the scope of an undergraduate liberal arts college.

This demand for broader educational and service programs in the Asheville community was already being met in a number of ways by Western Carolina University. Beginning many years before restructuring, Western Carolina University began offering programs in the Asheville community. Its program in nursing, authorized in the late 1960's primarily to serve that region, was heavily dependent on the Asheville community for clinical resources. By the early 1970's, it was operating what was almost a branch campus in Oteen.

Thus, in 1974, The University of North Carolina at Asheville was understandably seeking significant changes in its educational mission, including the addition of professional degree programs at the baccalaureate and master's levels. Western Carolina University, at the same time, had for years invested a major effort in its Asheville programs, and it felt these programs increasingly important to its future.

Agreements were reached in 1974 between the two institutions in meetings convened by the President, setting forth a division of labor between them. These were expanded in Long-Range Planning by action of the Board of

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[6] In 1979-80 only 12 percent of UNC-Asheville's students lived in campus housing. More than two-thirds of its students in 1979 were from Buncombe County (highest in The University for enrollment from county of location), and 85 percent of its enrollment was from Buncombe and adjacent counties (also highest in The University). These proportions were about the same in 1972. The second lowest percentage was UNC-Wilmington, with 23 percent of its students in campus housing.

Governors beginning in 1976. In 1980 the President has reviewed these cooperative agreements in consultation with each of the Chancellors. It is apparent that a number of problems exist in the working relationships between the two institutions. It is also apparent, however, that the arrangements, beginning in 1974, have generally been effective in serving the region and have been an important element in the growth and development of both institutions. It is notable, for example, that both institutions were faced with enrollment difficulties. Western Carolina University's budgeted enrollment (in regular session full-time equivalents) was reduced to 5,120 in 1973-74 from 5,400 in 1972-73, and its actual 1973-74 enrollment was 5,009. The University of North Carolina at Asheville in 1973-74 had an actual enrollment of 974 FTE's, as against a budgeted FTE enrollment of 1,025. By contrast, in 1979-80 Western Carolina's enrollment had risen back to 5,336, and The University of North Carolina at Asheville had grown by 37 percent over 1973-74 to 1,332 FTE students. The cooperative program, through which both institutions offer on The University of North Carolina at Asheville campus a broad array of programs for adult commuting students in the Asheville community, has been a major element in this growth, and in the resulting benefits to both institutions. More importantly, these trends point to the fact that the resources of both institutions are meeting a demand in the community for educational services. Thus, despite frictions and problems and the acknowledged fact that aspirations of each institution (and especially The University of North Carolina at Asheville's desire to establish its own master's degree programs) have not been met, the cooperative arrangement has been an important factor in significant growth and improvement at both campuses.

It is apparent also that the time has come to make some changes that should serve to improve the cooperative relationship. In 1974 The University of North Carolina at Asheville was a liberal arts college, so the basic division of labor was one that assigned to Western Carolina University not only master's level instruction but also undergraduate instruction in professional programs in business administration and in many areas of education. The situation has now changed in some important respects. The University of North Carolina at Asheville currently has a thriving undergraduate program in management, for example, and is thus in a position to assume broader responsibilities. Accordingly, the existing cooperative agreement is affirmed with these modifications:

(1) All undergraduate instruction will be the responsibility of The University of North Carolina at Asheville except in nursing, where joint program agreements are already in effect, and in those fields -- such as industrial technology and health professions -- where it does not offer courses or programs. The University of North Carolina at Asheville is authorized to plan a new baccalaureate program in accounting, which will augment its program in management, and a new program in computer science. Beginning in 1983-84, or as soon thereafter as the new accounting and computer science programs can be established and ready to enroll students, The University of North Carolina at Asheville's responsibilities for undergraduate instruction will include all courses in the discipline divisions of business and management and in computer science.

(2) All graduate level instruction will continue to be the responsibility of Western Carolina University. Where appropriate, faculty of The University of North Carolina at Asheville should participate in

teaching master's-level courses through adjunct appointments to the graduate faculty of Western Carolina University.

(3) Any need for undergraduate or graduate programs in Asheville in fields in which neither The University of North Carolina at Asheville nor Western Carolina University offers the needed programs will be determined through the established University procedures for planning and offering degree credit extension instruction.

The cooperative program will continue to function under an interinstitutional committee appointed by and responsible to the Chancellor of each institution. The Chancellors will jointly file an annual report on the cooperative program with the President. In the event any matter arises that cannot be resolved within the framework of these policies by the two Chancellors, the matter will be referred to the President for decision.

To assure the continued effectiveness of the cooperative program, the two institutions should consider the adoption of a common academic calendar. In addition, clearer agreements and arrangements need to be defined in the joint financing of library, physical plant maintenance, and other areas at the campus of The University of North Carolina at Asheville, since both institutions use its facilities and resources for the cooperative program. The President is requested to take necessary steps to this end during the 1980-81 academic year.

These policies, the Board believes, will assure the continued success of and improvements in the cooperative program between The University of North Carolina at Asheville and Western Carolina University in Asheville. The Board will review these policies and consider whether other changes are needed in 1983-84.

c. Future Planning Studies and Program Reviews and Evaluations

In addition to the studies and reviews described above that are still in progress, the Board is requesting that a review and evaluation of programs in the discipline division of business and management be made during the current planning period. The rapid growth of enrollments in this field, and the amount of new program activity, make such a review especially timely.

The study of Degree Programs in Engineering, completed in December, 1978, called attention to the rapid growth and other challenges in engineering education in the years ahead. As pointed out in the discussion of trends in degrees conferred, this rapid growth continues. The 1978 study found that a further review of engineering education should be conducted by the President by 1982. That need is confirmed here.

The President is authorized to initiate and conduct such other program reviews and planning studies as he may deem necessary.

2. New Program Planning and Development

The foregoing discussion has dealt primarily with those studies and other planning activities that have been largely concerned with already established degree programs. An additional major component of academic planning, as indicated, is the development of new degree programs.

New degree programs require approval by the Board, and in the initial long-range plan in 1976 the Board prescribed the general policies to be followed by the institutions in requesting authorization to plan and to establish new programs. Those policies, and the related procedures, are now incorporated in a revision of the Academic Program Development Procedures developed in 1978.

In preparing proposed revisions in Long-Range Planning for 1980-1985, most of the institutions requested authorization to plan new programs. Planning authorizations are given herein for the planning of 19 new programs at the baccalaureate level and 12 new programs at the master's level. Thirty-two previous new planning authorizations are reconfirmed, ten at the baccalaureate level, 20 at the master's level, and two at the doctoral level. Ten programs are discontinued, six at the baccalaureate level, and four at the master's level. These planning authorizations and program discontinuations are listed in the academic program plans of the appropriate institutions at the conclusion of this chapter.

In two instances the new program authorization in this academic program plan, combined with previous Board program decisions, constitutes movement toward making Fayetteville State University and The University of North Carolina at Wilmington Comprehensive Universities I. No other major changes in institutional mission are now contemplated.

E. Extension Instruction

An important area of academic program planning and development that has received recent attention is extension instruction.

The principal mode of offering degree-related courses and programs of instruction is, of course, through regular on-campus, in-residence instructional activities. However, there are needs for educational programs offered off the campus, so the volume of extension instruction has steadily increased, especially for members of certain occupational groups that have requirements for continuing education -- e.g., education, health professions, engineering, and social work. To respond to these educational needs, instruction is offered off campus or on campus outside regular term instruction. Some of the instruction is for degree credit.

The Board of Governors has established procedures and policies relating to extension instruction, and particularly for that instruction which is for degree credit, to help assure that The University can be as responsive as possible to the needs of the people of North Carolina without diminishing the quality and effectiveness of its existing regular term, summer term, or other instructional programs. These policies and procedures assist the institutions in establishing degree credit extension instruction consistent with the maintenance of academic standards in keeping with those defined for regular session programs, and to prevent unnecessary duplication of effort among the extension activities of the constituent institutions of The University. It is the responsibility of the President to maintain and to modify such procedures from time to time to assure the quality and effectiveness of extension instruction in The University.

1. Definitions

"Extension instruction" means instruction offered primarily to groups external to the institution, and persons otherwise unable to take advantage of the regular term or summer term instructional program. Extension instruction may be given either on or off the campus. It includes avocational education, professional review and refresher courses, and various types of continuing education. Extension instruction activities consist of (a) degree-related extension courses and programs and (b) formal non-degree-related courses awarding continuing education credit in the form of Continuing Education Units (CEU's), which are not applicable or transferrable toward the requirements for any degree programs.

"Degree-related extension course" means an individual degree-related course offered for credit toward a degree outside of the regular term or summer program of the institution, either on or off campus.

"Degree-related extension program" means all of the formal education requirements, including residence requirements, necessary to qualify for a degree or certificate when offered outside of the regular term or summer term instructional program of an institution. Such programs typically are offered (a) on the campus of the institution, (b) at educational centers at military installations, (c) at University Graduate Centers in North Carolina, (d) through contractual arrangements with another institution or agency to provide instruction at a given location, and (e) through a "field-based degree program," which is an arrangement by which an institution arranges to offer in a single given location, over a given period of time, the required sequence of courses for a particular degree program.

"Continuing Education Unit" (CEU) means the method utilized by The University of recognizing successful participation in non-degree-related continuing education activities. One CEU is defined as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction."

2. Degree-Related Extension Instruction

Long-Range Planning, 1978-1983 called for a review during 1979-81 of the policies and procedures in the area of extension and public service activities. The Board specifically cited the need for the development of more efficient program planning and program initiation procedures for degree-related extension instruction.

Consequently, during 1980 a study was made of current University policies and procedures for planning and conducting degree-related extension instruction. The study included an inventory of degree-related extension programs then being offered. In 1978-79 six of the 16 constituent institutions of The University offered degree-related extension programs, 12 offered degree-related extension courses. Some form of degree-related extension instruction was offered in 84 of the 100 counties of North Carolina during that period.

The study led to the establishment of better policies and procedures for planning and initiating degree credit extension activities, and for the maintenance of an inventory of these activities. These new policies are included in Administrative Memorandum #147 entitled "Revised Policies and Procedures for Planning and Conducting Degree-Related Extension Instruction Activities in The University of North Carolina." They supersede policies and procedures set forth in Long-Range Planning, 1978-1983. Now that these policies and procedures are in effect, it is intended that constituent institutions will develop plans for degree-related extension instruction activities as part of their materials to be submitted for subsequent revisions of the Board's long-range plan.

3. Non-Degree Related Extension Instruction

An important component of The University's public service activities is the non-credit continuing education programs conducted by the constituent institutions.

The scope and importance of non-credit continuing education have increased in recent years, as individuals have availed themselves of opportunities to learn new skills, upgrade job performance, enhance their ability to perform as family members or citizens, or for personal enrichment. Numerous professional licensing and accrediting bodies require continuing education as a condition for maintenance of good standing, so the number and variety of programs offered by institutions of higher education have increased.

Until recently, no consistent method had been used to record and report the participation of individuals in non-credit continuing education or the activities of constituent institutions in this area. Now the Continuing Education Unit (CEU), developed by a task force of the National University Extension Association, has been recognized by the Southern Association of Schools and Colleges and numerous professional organizations for these purposes.

As these non-credit continuing education activities become more important to individuals and a more significant portion of the activities of the constituent institutions, it is important that CEU's be awarded on the basis of nationally accepted program quality criteria and administrative procedures. In 1979 the President conducted a study of the practices of the constituent institutions in relation to the CEU. A survey found that 13 institutions awarded over 45,000 CEU's to over 25,000 individuals.

As a result of the study of the practices and issues related to awarding CEU's, a "Guide for the Use of the Continuing Education Unit" was issued in January, 1980 (Administrative Memorandum #135). The "Guide" established policies and procedures for recognizing individual participation in selected non-credit continuing education activities.

4. Independent Study for Credit

Independent study by extension is currently available through a consortium of eight constituent institutions of The University of North Carolina working together to offer correspondence courses to the people of North Carolina. The eight institutional programs of Independent Study are administered by a small staff at The University of North Carolina at Chapel Hill and represent the course/program offerings of Appalachian State University, East Carolina University, Elizabeth City State University, North Carolina State University at Raleigh, The University of North Carolina at Asheville, The University of North Carolina at Chapel Hill, The University of North Carolina at Greensboro, and Winston-Salem State University. The Committee chairmanship rotates among Consortium participants.

The Independent Study Consortium includes an Independent Study Advisory Committee which meets quarterly to authorize new courses, establish program priorities, explore various media applications and approve future directions for the Consortium.

Enrollment in Independent Study by Extension may be seen in Table 4-6, which indicates 1978-79 enrollment in three categories -- degree-related courses, Continuing Education Unit (CEU) courses, and non-credit courses -- for each of the six institutions. In 1978-79 total enrollment in independent study was 3,761, with the majority of enrollments at The University of North Carolina at Chapel Hill (3,096).

Table 4-6

INDEPENDENT STUDY BY EXTENSION - 1978-79

Institution	Degree Credit Course	Continuing Education Unit	Non-Credit Course	Total
ASU	24			24
ECU	4		3	7
NCSU-R	569		32	601
UNC-A	2			2
UNC-CH	1,346	1,600	150	3,096
UNC-G	31			31
Totals	1,976	1,600	185	3,761

II. RESEARCH

A. Introduction

The conduct of research is a basic responsibility of universities in American society, particularly in those institutions classified as "major research universities." This section of the long-range plan describes generally the scope of research activity in The University of North Carolina, types of research, the means through which research activity is organized and supported, and the general policies regarding research in The University of North Carolina.

Research is closely related to the instructional program of The University. Instruction characterizes the responsibility of The University to communicate existing knowledge to successive generations of students. Research characterizes the responsibilities of The University for the development, advancement, and application of knowledge. Teaching and research are thus complementary, not competitive. Each is stimulated and strengthened by the other. The complementary and mutually strengthening effects of having outstanding research programs closely related to strong first professional and graduate programs, especially those at the doctoral level, contribute to greater effectiveness and efficiency in both areas.

B. Definitions

Within the university setting, research is defined as all those activities whose purposes are the creation of new knowledge, the reorganization of existing knowledge, and the application of knowledge to societal problems. Research is conducted by means of critical investigation or experimentation designed to discover new facts and their correct interpretation, to test and revise accepted theories or laws in the light of newly discovered facts, and to make practical application of new knowledge or revised conclusions.

Two kinds of research activity are conducted in The University: original investigation for the advancement of knowledge, or basic research, and research directed toward the practical applications of knowledge, or applied research.

In terms of special administrative arrangements, budgeting, and sponsorship, two types of research activities exist in The University: departmental research and organized research.

Departmental research is carried on by faculty members as a part of their regular professional pursuits and is very closely tied to their role as teachers and as scholars. Individual research activity is highly structured and focused, as in a particular project that leads to the publication of its findings in a scholarly book or article or in the presentation of a paper to a learned society. Sometimes the individual researcher is supported in whole or in part by a grant from a foundation or other outside agency, particularly when the research is unique or related to a specific mission and requires access to data or other resources not available in the institution.

The close relationship of departmental research to instruction is most apparent in graduate education. This is especially the case at the doctoral level, where a major part of the degree requirements is the learning of methods of inquiry and the completion of a substantial research project leading to the preparation and defense of a dissertation. The direction and guidance of such research projects is a major instructional responsibility of members of the graduate faculty.

Organized research consists of those research activities that are conducted through academic departments or through special institutes and centers established to facilitate research. Generally, organized research is "sponsored research" in that it is financed by grants from or contractual agreements with agencies external to The University such as federal agencies, agencies of State government, or foundations.

C. Research Organization

Two constituent institutions of The University of North Carolina are among the top one hundred research universities in the country, as measured by the volume of federal support for research: The University of North Carolina at Chapel Hill and North Carolina State University at Raleigh. Duke University is also in this group of leading research universities. Several other institutions, both public and private, have important, although more limited, sponsored research programs.

Organized research within constituent institutions of The University of North Carolina is conducted in two major organizational modes. The first of these is through formally organized research centers and institutes. The second is through formally structured "individual or project research" carried out within one or more of the regular academic departments on a campus.

As of October, 1980, there were 65 research institutes and centers authorized by the Board on the campuses of the constituent institutions. As shown in Table 4-7, nine of these institutes and centers were inter-institutional in organization, involving two or more constituent institutions. These units are normally connected with the institutions where they are located but are subject to the policies of the Board of Governors. Duke University, the other major research university in North Carolina, was a member of five of these research groups. Table 4-8 lists the 56 institutes and centers which function at a single campus.

Table 4-7

INTERINSTITUTIONAL RESEARCH INSTITUTES AND CENTERS OF THE UNIVERSITY OF NORTH CAROLINA

1.	Triangle Universities Consortium on Air Pollution	Duke University North Carolina State University *UNC-Chapel Hill
2.	Triangle Universities Nuclear Laboratory	*Duke University North Carolina State University UNC-Chapel Hill
3.	Water Resources Research Institute	*North Carolina State University UNC-Chapel Hill
4.	Sea Grant College Program	East Carolina University *North Carolina State University UNC-Chapel Hill UNC-Wilmington
5.	North Carolina Agricultural Research Service	North Carolina A & T State University *North Carolina State University UNC-Greensboro
6.	Highlands Biological Station	North Carolina State University UNC-Chapel Hill *Western Carolina University
7.	Institute for Transportation Research and Education	North Carolina State University UNC-Chapel Hill North Carolina A & T State University
8.	Triangle Semiconductor Research Center	Research Triangle Institute Duke University *North Carolina State University UNC-Chapel Hill
9.	Energy and Environmental Engineering Research Laboratory	Research Triangle Institute Duke University *North Carolina State University UNC-Chapel Hill

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*Institution that serves as administrative unit.

Table 4-8

INSTITUTIONAL RESEARCH INSTITUTES AND CENTERS AT CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA

- Appalachian State University
    - Bureau of Economic and Business Research

- East Carolina University
    - Bureau of Business Research
    - Institute for Coastal and Marine Resources
    - Institute for Historical Research in Tobacco

- North Carolina A & T State University
    - Institute for Research in Human Resources
    - Rockwell Solid State Electronics Laboratory
    - Transportation Institute

- North Carolina Central University
    - Institute on Desegregation

- North Carolina State University at Raleigh
    - Center for Acoustical Studies
    - Center for Computer Graphics and Interactive Techniques
    - Center for Economic and Business Studies
    - Center for Environmental Studies
    - Center for Occupational Education
    - Center for Rural Resource Development
    - Center for Urban Affairs and Community Services
    - Engineering Design Center
    - Engineering Research Services Division
    - Furniture Research and Applications Development Institute
    - Highway Research Program
    - Hodges Wood Products Laboratory
    - Institute of Statistics
    - Mining and Mineral Resources Research Institute
    - North Carolina Japan Center
    - Southeastern Plant Environment Laboratories
    - Southern Forest Research Center
    - Textile Research Center

- Pembroke State University
    - Native American Resource Center

- The University of North Carolina at Asheville
    - Mössbauer Effect Data Center

- The University of North Carolina at Chapel Hill
    - Biological Sciences Research Center
    - Cancer Research Center
    - Carolina Population Center
    - Center for Alcohol Studies

Table 4-8 (cont'd.)

The University of North Carolina at Chapel Hill (cont'd.)
- Center for Urban and Regional Studies
- Clinical Research Unit
- Comprehensive Hemophilia Diagnostic and Treatment Center
- Dental Research Center
- Frank Porter Graham Child Development Center
- Health Services Research Center
- Highway Safety Research Center
- Institute for Environmental Studies
- Institute of Marine Sciences
- Institute for Research in Social Science
- L. L. Thurstone Psychometric Laboratory
- Louis Harris Data Center
- North Carolina Institute for Investment Analysis
- Social Research Section, Division of Health Affairs

The University of North Carolina at Charlotte
- Institute for Urban Studies and Community Service

The University of North Carolina at Greensboro
- Center for Applied Research (Business and Economics)
- Center for Social Research and Human Services (Political Science)
- Home Economics Center for Research
- Home Economics Family Research Center
- Institute for Communication Research and Consulting

The University of North Carolina at Wilmington
- Institute for Marine Biomedical Research

Western Carolina University
- Center for Improving Mountain Living
- Cooperative Parks Studies Unit

D. Scope of Research Activity

Table 4-9 shows that the constituent institutions of The University of North Carolina spent $79 million for research in fiscal year 1978-79. Approximately $46 million or 58 percent of these expenditures came from federal grants and contracts. Other expenditures were from State appropriations and grants and contracts from other State agencies, which totaled approximately $23.5 million or 30 percent of the total. The remaining $9.5 million, representing approximately 12 percent of the total, were expenditures from private gifts and grants and other sources.

Over 75 percent of the State appropriation for research is for agricultural research at North Carolina State University at Raleigh. Another important area of State research support is in the marine sciences.

About 75 percent of the research expenditures at The University of North Carolina at Chapel Hill is for research in the health sciences. Other research expenditures in The University are spread across a broad array of academic disciplines.

Table 4-9

EXPENDITURES FOR RESEARCH BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA 1978-79

Institution	Total
Research Universities	
The University of North Carolina at Chapel Hill	$37,715,662
North Carolina State University at Raleigh	35,564,213
Doctorate-Granting Universities II	
The University of North Carolina at Greensboro	304,905
Comprehensive Universities I	
Appalachian State University	166,328
East Carolina University	1,394,390
North Carolina A & T State University	2,186,177
North Carolina Central University	112,150
The University of North Carolina at Charlotte	148,632
Western Carolina University	441,032
Comprehensive Universities II	
Elizabeth City State University	59,156
Fayetteville State University	-
Pembroke State University	-
The University of North Carolina at Asheville	39,955
The University of North Carolina at Wilmington	631,315
Winston-Salem State University	111,940
TOTAL	$78,875,855

E. General Policies

Strong programs of research are dependent upon the same basic elements that are required to maintain excellence in instruction: a faculty committed to high professional standards, the protection and maintenance of academic freedom, and the availability of necessary supporting resources appropriate to the research functions of the institutions, such as libraries, computing services and well-equipped laboratories.

The Board of Governors has committed itself in The Code of The University of North Carolina to the defense of academic freedom. The Board has worked, through the requirements and general guidelines it has provided for the development of institutional tenure regulations, to establish policies and procedures that will promote the ability of institutions to recruit and retain highly-qualified faculty members; and in its successive budget requests, the Board has sought to obtain appropriations to maintain faculty salary levels that are consistent with these objectives. Those budget requests have also addressed needs in the supporting areas of library improvements, computer resources, and in special facilities. Thus, in the discharge of its basic governance and budgeting responsibilities, the Board of Governors seeks to provide in each of the constituent institutions an environment that promotes and encourages research.

Responsibility for research administration in the constituent institutions is delegated to the respective Chancellors. The retained responsibility of the Board of Governors and of the President is the formulation and implementation of policies and administrative procedures which facilitate the development of new research programs, stipulate the process of applying for grants and contracts, and ensure that University responsibilities are adequately and appropriately met. These policies and procedures include the following provisions: (1) adequate budgetary support, both direct and indirect, must be provided by the funding agency, and no unauthorized obligations or commitments shall be assumed by the institution; (2) all research programs and projects must be compatible with the overall mission of The University and of the institution and its instructional programs; (3) all projects and proposals must be consistent with University policies and regulations in any pertinent area; and (4) all research projects must be subject to full disclosure with respect to purpose and sponsorship.

Proposals for grants or contracts to support individual research projects may be submitted by the institutions to potential sponsoring agencies. For reporting and review purposes, these proposals are simultaneously transmitted to the General Administration. However, advance approval by the President of The University is required of any proposal prior to its submission to a potential sponsoring agency in the event that: (1) the proposal contemplates the establishment of a new institute, center, or other organization; (2) the proposal would commit the institution or The University to any continuing support of the project or projects beyond the period of the grant or contract; (3) the proposal provides for the planning or establishment of any degree program or other educational activity not previously authorized and established, or (4) the proposal is for an interinstitutional activity.

The President has established the detailed arrangements needed to carry out these policies and procedures. The reporting formats under this memorandum have been modified to bring them into conformity with The University of North Carolina Chart of Accounts, thus facilitating closer coordination of organized research and other programs of The

University. With the assistance of the University Research Council, these administrative policies and procedures are reviewed to insure their effectiveness. The Council also assists the President and the Chancellors in communicating with agencies and organizations that provide resources for the support of research.

F. Research Training

The best assurance of research manpower for the future is the maintenance of strong graduate programs, especially at the doctoral level. Here a major part of the degree requirement is the learning of methods of inquiry and the completion of a substantial research project. The direction and guidance of such research projects is a major responsibility of members of the graduate faculty.

Organized research is of value and consequence only if individual investigators are highly trained and skilled in methods of scientific inquiry. Constituent institutions are encouraged to develop and expand training programs designed to produce skilled researchers and faculty development and in-service programs designed to improve research skills.

G. Research Product Dissemination

Many of the organized research centers and institutes engage in activities designed to demonstrate the applications of research, to describe necessary changes in service programs resulting from new research findings, or to provide information and technical assistance to consumers so that the benefits of research might move more rapidly and effectively into use. Such activities are of importance to the State, not only in the technological and biological areas, but also increasingly in the social sciences and education. New methods for improving education, planning, group child care, or health care delivery are important products of research which often lie dormant and unused unless extended vigorously by the research organizations through formal and informal training and technical assistance activities. It is important to move evaluated research products quickly into use and encourage all centers and institutes to be alert to research applications.

H. Interinstitutional Research Programs

Constituent institutions are encouraged, where possible, to combine their efforts to seek new research program supports and to conduct research and correlated instructional and public service programs. Unproductive duplication or competition for limited resources can be avoided through such cooperation and division of labor. Such joint or cooperative programs can improve the use of existing resources and help strengthen participating institutions.

I. New Areas of Research

The most important new research activity in which University institutions are involved -- and an activity of great importance to the entire State -- is the establishment in 1980 of the North Carolina Microelectronics Center (NCMC). This is a field of research that is critically important to the technological future of the nation. The North Carolina Microelectronics Center is a non-profit corporation,[7] chartered for the development of a major new venture. Governed by a Board of Trustees, with public as well as University members, the NCMC is a joint venture involving North Carolina State University at Raleigh, The University of North Carolina at Chapel Hill, Duke University, North Carolina Agricultural and Technical State University, The University of North Carolina at Charlotte, and the Research Triangle Institute.

New possibilities for interinstitutional research programs that can bring significant benefits to North Carolina and to the nation are also being developed through the recent formation of the Triangle Universities Center for Advanced Study. This cooperative venture was initiated by a gift from the Research Triangle Foundation to a nonprofit corporation formed by Duke University, North Carolina State University at Raleigh, and The University of North Carolina at Chapel Hill. This new center provides a means through which the strengths and resources of several institutions can be marshalled to make more effective research contributions. The decision to locate the National Center for the Humanities in the Research Triangle Park is further confirmation of the enormous contributions made by the research activities of the university community, and of higher education generally, to the economic, intellectual, and cultural development of the State. The entire development of the Research Triangle Park and of the Research Triangle Institute, and their impact upon the development of North Carolina, underscore the importance of advanced research competencies as assets of national importance that serve also to enrich the life of the State.

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[7] Since it is established as a not-for-profit corporation, NCMC is not defined as an interinstitutional program.

The life sciences remain as the largest single component of organized research, receiving over 50 percent [illegible] total research and development obligations nationally and about the same amount in North Carolina. This emphasis can be expected to continue. With the establishment of its new School of Medicine, East Carolina University should continue to expand its research effort in the life sciences. The School of Veterinary Medicine at North Carolina State University at Raleigh and the related animal science programs at North Carolina A & T State University also should lead to an expansion of research in animal science.

Energy research is also emerging as an area of major federal support, although federal policies in this area have not always been clear. Toxicology is another major area of research and instruction in North Carolina. Duke University, North Carolina State University at Raleigh, and The University of North Carolina at Chapel Hill offer the doctorate in toxicology and have important research programs in this area. The already strong emphasis on marine sciences research is being maintained and enhanced. The National Science Foundation has agreed to charter to the Duke-University of North Carolina Oceanographic Consortium a new research vessel, now under construction. The National Oceanic and Atmospheric Administration is funding important new facilities for research at The University of North Carolina at Wilmington.

J. Vitality of the Research System

A major objective of the Board of Governors is to see that the research program of The University remains vital and responsive to State and national needs. Issues related to vitality include the quality of research and research proposals, appropriate organizational structures to conduct research, and assurance of a supply of research manpower for the future.

The nature of research is such that its vitality is not easy to assess. Many basic research projects, which ultimately result in the discovery of important new knowledge, cover a lengthy time span. Research findings are often abstract, and their true significance sometimes becomes apparent only after a lengthy period of application and development.

Given the highly individualized and complex nature of much research, the typical approach to evaluation is peer review. This process occurs with respect to virtually all projects when teams of scholars in a particular discipline review proposals for new or continuation funding. In this context, the magnitude and continued growth of academic research in The University of North Carolina attest to the vitality of the system.

The University has studied the organization of its research program in some depth during the past year, leading to the inventory of authorized institutes and centers presented earlier in this section. Further, the President, utilizing the general powers with respect to organization delegated to him in The Code, has developed a set of policies and procedures to be published in 1981 for the orderly chartering of research institutes (Administrative Memorandum #145).

III. PUBLIC SERVICE

A. Introduction

Public service includes those activities established to make available to the public the various resources and capabilities of The University for the specific purpose of responding to a community need or solving a community problem. Public service includes the sharing of institutional facilities and provision of consultation and technical assistance services by faculty and staff outside the context of the institution's regular instruction and research programs. Because public service activities often are undertaken and shaped in response to localized interests and needs, public service is less readily defined in terms consistently applicable from institution to institution than are instructional and research programs.

Public service frequently is offered through a unit of the institution other than a teaching department or school. Finally, financial support for public service is obtained and measured in ways different from those for instruction and traditional research. This section describes the scope and kinds of public service rendered by The University and its constituent institutions.

B. Public Service Activities within The University of North Carolina

For some descriptive purposes, public service activities may be grouped into these components:

1. Community Services

Community services include making available to people outside The University institutional resources, services, and skills not embraced under one of the other headings noted below and not part of the traditional instruction and research functions. They include institutionally-sponsored consulting and evaluation activities by faculty and staff members. They also include making the facilities and equipment of the institution available for appropriate community purposes and the sponsorship of cultural, recreational, and entertainment events held at least in part for the public benefit.

In some instances institutions have specific organizations charged with a public or community service responsibility in some specialized area. These specialized public service organizations (some of which also have research as a part of their mission) are listed in Table 4-10.

2. Cooperative Extension Services

A second major area of public service is the cooperative extension services. These include those activities that make resources and services of the institutions available through special programs that are conducted as cooperative efforts with outside agencies. A distinguishing feature of these activities is that program and fiscal control are usually shared with one or more external agencies or governmental units.

The largest cooperative extension services activity in the State is the North Carolina Agricultural Extension Service. It is operated by

Table 4-10

SPECIFICALLY ORGANIZED PUBLIC AND COMMUNITY SERVICES UNITS AT CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA

Appalachian State University

- Appalachian Regional Bureau of Government
- Center for Community Education
- Center for Developmental Education
- Center for Management Development
- Center for the Study of Private Enterprise
- Computer-Based School Support Services Division

East Carolina University

- Center for Management Development
- Development Evaluation Clinic
- Regional Development Institute
- Remedial Education Activity Program
- Treatment and Education of Autistic and Related Communications Handicapped Children

North Carolina School of the Arts

- Community Music Program
- Department of Community Service

North Carolina State University at Raleigh

- Community Design Group
- Employment and Training Institute
- Humanities Extension Program
- Industrial Extension Service
- International Trade Center
- Productivity Research and Extension Program
- Psychological Clinic and Laboratories
- Textiles Extension and Continuing Education Program
- Veterinary Equine Research Center

The University of North Carolina at Asheville

- Center for Economic Education
- Southern Highlands Research Center

The University of North Carolina at Chapel Hill

- Group Child Care Consultant Services
- Institute of Government
- Institute of Outdoor Drama
- Institute for Social Service Planning

The University of North Carolina at Greensboro

- Center for Economic Education (Business and Economics)
- Center for Educational Research, Service and Evaluation (Education)
- Children's Media Data Bank (Education)
- Motor and Social Behavior Laboratory (Health, Physical Education, Recreation and Dance)
- Reading Clinic (Education)
- University of North Carolina at Greensboro Psychology Clinic

Table 4-10 (cont'd.)

Western Carolina University
- Child Development Training Project
- Developmental Evaluation Center
- Jackson County Child Development and Infant Care Center
- Reading Center
- Speech and Hearing Center

North Carolina State University at Raleigh in cooperation with North Carolina Agricultural and Technical State University and The University of North Carolina at Greensboro. A considerable part of its work is jointly planned with the United States Department of Agriculture and with the North Carolina Department of Agriculture.

Extension subject matter specialists work with their research counterparts in the 22 research departments of the Agricultural Research Service and with other research components of The University. These extension specialists synthesize research results and adapt them for field application by the recipients of extension services.

The North Carolina Agricultural Extension Service communicates the findings and applications of research to producers and consumers in four primary areas: agriculture, home economics, community resource development, and 4-H Youth work. The local extension agents assume responsibility within a geographic area for this extension service activity. The instructional delivery systems utilized include media, method-and-result demonstrations, group meetings, instructional aids and bulletins, and individual assistance.

Another major cooperative extension services activity is the Marine Advisory Services, a component of the Sea-Grant University Program. The purpose of Marine Advisory Services is to disseminate the practical results of research. Local Advisory Service agents are charged with identifying local coastal and marine problems, reporting them back to the directors for referral to research staffs, and getting information to users.

The areas in which Marine Advisory Services are provided include food processing, marketing, and utilization; marine transportation; marine recreation; marine science and education; marine mining; commercial fisheries technology; coastal zone management; and aquaculture.

The cooperative extension services in The University of North Carolina are highly successful in the technology transfer process by which research results in agriculture and marine sciences are communicated to potential users.

3. Direct Patient Care and Health Supportive Services

Direct patient care and health supportive services comprise a third and fourth area of public service and are of special importance. These sources are provided through the North Carolina Memorial Hospital in Chapel Hill, which serves as the teaching hospital of the School of Medicine -- and of other health sciences schools -- of The University of North Carolina at Chapel Hill; Pitt County Memorial Hospital in Greenville, which through an affiliation agreement serves as the teaching hospital for the East Carolina University School of Medicine; and through the statewide programs of the Area Health Education Centers.

In 1979-80, the North Carolina Memorial Hospital provided inpatient care to approximately 21,300 adults and children who received approximately 190,600 patient days of care. In addition, the more than 150 specialty clinics and the hospital's emergency room provided services to 274,679 outpatients in 1979-80. The hospital also provides sustained communications and consultation channels between practicing physicians throughout North Carolina with the medical staff and faculty of the hospital and School of Medicine.

During the next two years, East Carolina University will complete the major elements of the development phase of its Medical School, which began in 1975, including the expansion of facilities and other resources. In addition, an expansion program at the Pitt County Memorial Hospital will soon be completed. With these developments, the Medical School will further broaden and expand its patient care programs in Greenville and in Eastern North Carolina, increase its participation in the Eastern AHEC outreach programs, provide clinical education for its students in the region, and offer a greater range of continuing education programs.

The North Carolina Area Health Education Centers (AHEC) Program, administered through the School of Medicine of The University of North Carolina at Chapel Hill, is a unique partnership between university health science centers and the community in an effort to improve the geographic distribution of well-trained health professionals and support personnel and to increase the supply of personnel trained to meet the primary medical care needs of the people of North Carolina. The nine AHEC's link University and community hospitals in a partnership which serves the health manpower development needs of multiple counties in a manner which protects both academic quality and the integrity of service delivery in the community. AHEC's education and training programs include dentistry, medicine, nursing, pharmacy, public health and allied health. Its principal function is in instruction of medical students and other health professional students, but in carrying out that primary instructional task the AHEC program performs substantial patient care services.

4. Public Broadcasting Services

Public broadcasting services constitute the fifth area of public services. Public broadcasting includes the operation, programming, and maintenance of non-commercial broadcasting services, licensed and regulated by the Federal Communications Commission, that may be operated outside of the context of a higher education institution's instruction, research, and support programs. The University of North Carolina delivers public broadcasting services by both television and radio.

Both public and private agencies and institutions, nationally and in North Carolina, are planning for significant growth in public telecommunications and the rapid changes in technology. The North Carolina General Assembly in 1979 established the Agency for Public Telecommunications to provide certain supportive and coordinating services excepting broadcast public television. Since The University of North Carolina has traditionally had functions and responsibilities in the areas of public television and public radio, this section addresses those activities.

The first public television station in North Carolina was established by The University of North Carolina in 1954. This initial effort was financed entirely with private funds. In 1967 the General Assembly appropriated funds to create a statewide network of eight transmitters covering a large portion of the State. All transmission facilities were and remain licensed to The University of North Carolina.

Recognizing the need to expand the public television service to all citizens, the General Assembly in 1978 appropriated $5.8 million for additional transmitters and translators.

The Board of Governors approved a resolution on April 17, 1980, establishing concurrently The University of North Carolina Center for Public Television and the Board of Trustees of that Center. The resolution, which became effective May 1, 1980, accomplished the mandate of the North Carolina General Assembly of May 28, 1979. [G.S. §116-37(1)]

Implicit in both the legislative mandate and the resolution by the Board of Governors was the presumption that the Center would supplant the former University of North Carolina Television Network. Moreover, their respective actions made it evident that the legislature and the Board of Governors expected the new organization to be more than merely a name change.

Accordingly, initial planning for the Center has proceeded from both the ideal and the practical bases, to satisfy the spirit as well as the letter of the Center's instrument of founding. To the extent that circumstances permit, the Center has been planned as a wholly-new organization. The Center has been provided new management, and a new organizational structure is being activated. But reality dictated that the Center incorporate those components of the former UNC-TV network that were determined to be useful, appropriate, or necessary to the mission of the Center. That determination could not be made lightly or quickly. It can come only after a careful and extensive evaluation of the former network's resources, policies, and procedures -- expected to be completed in 1981.

When public television came to North Carolina 25 years ago, the viewer could receive its signal on only one channel. Today the Center's programs are available on more than a dozen channels because of the Center's own transmission system and pick-up by various cable systems.

The Center is currently exploring accommodations between its facilities and WTVI in Charlotte, licensed to and operated by the Charlotte-Mecklenburg Board of Education.

To fulfill its mission and "otherwise to enhance the uses of television for public purposes," the Center will create and maintain a television broadcast system capable of reaching the greatest number of North

Carolina homes and television delivery systems; provide a broad choice of program services that addresses the special needs of North Carolina audiences; address systematically those public issues and conditions confronting North Carolina and do so fairly and thoroughly; enable North Carolinians to share and to understand their State's uniqueness, its history, and its heritage, and bring to the North Carolina audience excellent programs in the arts, sciences, and public affairs; and excel in the research, development, production, and presentation of television programs through the effective use of human and financial resources and the latest technology available.

The General Assembly in 1978 assigned primary responsibility for the fostering of public radio (noncommercial) to the North Carolina Agency for Public Telecommunications and declared the policy that at least one public radio signal shall be made available to every resident of North Carolina. Institutions of higher education, however, are and will remain major providers of public radio broadcast services.

North Carolina currently has 32 noncommercial radio stations, either in operation or under construction, 26 of which are licensed to institutions of higher education. These facilities range from 100,000 watts full-service stations, affiliated with National Public Radio, to ten watt limited-service stations.

C. Funding of Public Service Activities within The University of North Carolina

Table 4-11 reports that constituent institutions of The University of North Carolina spent over $128 million for selected public service activities in fiscal year 1978-79 (including North Carolina Memorial Hospital).

Approximately $94 million or 73 percent of the expenditures for public service programs in fiscal year 1978-79 came from sources other than State funds. These sources included receipts and fees collected from activities; trust funds and endowments established to ensure the continuation of specific public service activities; federal appropriations; and federal, State, local government, and private grants and contracts. The remaining $34 million or 27 percent was from State appropriations.

Over 55 percent of the total dollar amount for 1978-79 was for direct patient care and health care supportive services at North Carolina Memorial Hospital. Other major categories were the Agricultural Extension Service at North Carolina State University at Raleigh, UNC-Educational Television (now The University of North Carolina Center for Public Television), the Marine Advisory Services under the Sea Grant University Program, and the Institute of Government.

Table 4-11

EXPENDITURES FOR PUBLIC SERVICE BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA 1978-79

Institution	Total
Appalachian State University	$ 546,142
East Carolina University	169,694
Elizabeth City State University	57,716
Fayetteville State University	605,453
North Carolina A & T State University	1,085,934
North Carolina Central University	9,509
North Carolina School of the Arts	34,811
North Carolina State University at Raleigh	25,447,021
Pembroke State University	239,586
The University of North Carolina at Asheville	49,373
The University of North Carolina at Chapel Hill	24,015,668
The University of North Carolina at Charlotte	219,410
The University of North Carolina at Greensboro	720,933
The University of North Carolina at Wilmington	-
Western Carolina University	154,247
Winston-Salem State University	424,420
UNC-General Administration	
Educational Television	2,440,721
Other Public Services	951,167
North Carolina Memorial Hospital	71,119,901
TOTAL	$128,291,706

IV. ACADEMIC PROGRAM PLAN

The planning responsibility of the Board of Governors has a comprehensive purpose and, for each of the constituent institutions of The University of North Carolina, a specific purpose. The comprehensive purpose is found in the statutory responsibility to "plan and develop a coordinated system of higher education in North Carolina." The specific purpose is found in the further statutory responsibility to "determine the functions, educational activities and academic programs" of each constituent institution. It is this specific responsibility for each of the institutions that is addressed in this section of the long-range plan.

For each of the constituent institutions, this section presents the academic program plan containing: a general statement of the educational mission of the institution, including its descriptive classification; all currently authorized degree programs in the institution, by degree level and by discipline division and discipline specialty; all new programs that the institution is authorized to plan during this planning period, 1980-85 (an R following the entry indicates a reconfirmation of a previous planning authorization); authorized and projected enrollments through 1984-85; and the basic administrative organization of the institution, identifying each major academic unit (colleges, schools, and departments).

The descriptive classification of the institutions used by The University of North Carolina is that developed by the Carnegie Council on Policy Studies in Higher Education.[8]

The Carnegie classification system includes all institutions listed in the National Center for Education Statistics' Education Directory.

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[8] Carnegie Council on Policy Studies in Higher Education, A Classification of Institutions of Higher Education. Revised edition. (Berkeley, Calif.: Carnegie Foundation for the Advancement of Teaching, 1976).

To encompass all colleges and universities in the United States, the classification system established 19 categories. Five of these categories include all of the constituent institutions of The University of North Carolina. They are:

Research Universities I

North Carolina State University at Raleigh
The University of North Carolina at Chapel Hill

Doctorate-Granting Universities II

The University of North Carolina at Greensboro

Comprehensive Universities I

Appalachian State University
East Carolina University
North Carolina Agricultural & Technical State University
North Carolina Central University
The University of North Carolina at Charlotte
Western Carolina University

Comprehensive Universities II

Elizabeth City State University
Fayetteville State University
Pembroke State University
The University of North Carolina at Asheville
The University of North Carolina at Wilmington
Winston-Salem State University

Schools of Art, Music, and Design

The North Carolina School of the Arts

APPALACHIAN STATE UNIVERSITY

1. General Statement of Educational Mission

Appalachian State University is a Comprehensive University I, offering degree programs at the baccalaureate, master's and intermediate levels. No major change in institutional mission is contemplated during the present planning period (1980-1985). The institution is not now planning any additional degree programs. It has grown and diversified its curriculum significantly in recent years, and it has broadened its public service programs in the western regions of the State. Emphasis is being placed now on strengthening established programs, and on continuing improvements in the public service and research programs of the institution.

2. Authorized Degree Programs

Appalachian State University is authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. Baccalaureate Level

0200 Architecture and Environmental Design

- 0206 City, community, and regional planning

0400 Biological Sciences

- 0401 Biology, general

0500 Business and Management

- 0501 Business and commerce, general
- 0502 Accounting
- 0504 Banking and finance
- 0506 Business management and administration
- 0509 Marketing and purchasing
- 0514 Secretarial studies
- 0517 Business economics
- 0597 Insurance and real estate

0600 Communications

0601 Communications, general

0700 Computer and Information Sciences

0701 Computer and information sciences, general

0800 Education

0802 Elementary education, general
0808 Special education, general
0830 Reading education (methodology and theory)
0831 Art education (methodology and theory)
0832 Music education (methodology and theory)
0834 Science education (methodology and theory)
0836 Driver and safety education
0837 Health education (include family life education)
0838 Business, commerce, and distributive education
0839 Industrial arts, vocational, and technical education
0895 Health and physical education

1000 Fine and Applied Arts

1002 Art (painting, drawing, sculpture
1004 Music (performing, composition, theory)
1005 Music (liberal arts program)
1007 Dramatic arts
1098 Music merchandising

1100 Foreign Languages

1102 French
1105 Spanish

1200 Health Professions

1220 Speech pathology and audiology
1223 Medical laboratory technologies
1296 Health care management (not hospital administration)

1300 Home Economics

1301 Home economics, general
1302 Home decoration and home equipment
1303 Clothing and textiles
1305 Child development
1306 Foods and nutrition (include dietetics)

1500 Letters

1501 English, general
1506 Speech, debate, and forensic
1597 Philosophy and religion

- 1600 Library Science
  - 1601 Library science, general
- 1700 Mathematics
  - 1701 Mathematics, general
  - 1702 Statistics, mathematical and theoretical
- 1900 Physical Sciences
  - 1902 Physics, general
  - 1905 Chemistry, general
  - 1914 Geology
- 2000 Psychology
  - 2001 Psychology, general
  - 2004 Psychology for counseling
- 2100 Public Affairs and Services
  - 2103 Parks and recreation management
  - 2105 Law enforcement and corrections
- 2200 Social Sciences
  - 2201 Social sciences, general
  - 2202 Anthropology
  - 2204 Economics
  - 2205 History
  - 2206 Geography
  - 2207 Political science and government
  - 2208 Sociology
- 4900 Interdisciplinary Studies
  - 4901 General liberal arts and sciences

b. Master's Level

- 0300 Area Studies
  - 0391 Appalachian studies
- 0400 Biological Sciences
  - 0401 Biology, general
- 0500 Business and Management
  - 0501 Business and commerce, general
  - 0502 Accounting
  - 0506 Business management and administration

0800 Education

0802	Elementary education, general
0805	Higher education, general
0807	Adult and continuing education (community education)
0808	Special education, general
0826	Student personnel (counseling and guidance)
0827	Educational administration
0828	Educational supervision
0830	Reading education (methodology and theory)
0831	Art education (methodology and theory)
0832	Music education (methodology and theory)
0836	Driver and safety education
0839	Industrial arts, vocational and technical education
0895	Health and physical education
0897	Educational media

1100 Foreign Languages

1102	French
1105	Spanish

1200 Health Professions

1220	Speech pathology and audiology

1500 Letters

1501	English, general

1600 Library Science

1601	Library science, general

1700 Mathematics

1701	Mathematics, general

1900 Physical Sciences

1905	Chemistry, general

2000 Psychology

2001	Psychology, general
2003	Clinical psychology
2004	Psychology for counseling
2097	School psychology

2200 Social Sciences

2201	Social sciences, general
2205	History
2206	Geography

2200 Social Sciences (cont'd.)

2207 Political science and government
2208 Sociology

c. Intermediate (Sixth-Year) Level

0400 Biological Sciences

0401 Biology, general (Sc.S.)

0800 Education

0802 Elementary education, general (Ed.S.)
0805 Higher education, general (Ed.S.)
0808 Special education, general (Ed.S.)
0826 Student personnel (counseling and guidance) (Ed.S.)
0827 Educational administration (Ed.S., C.A.S.)
0828 Educational supervision (Ed.S.)
0830 Reading education (methodology and theory) (Ed.S.)
0897 Educational media (Ed.S.)

2000 Psychology

2097 School psychology (C.A.S.)

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Programs

No additional degree programs are now being planned.

5. Enrollments

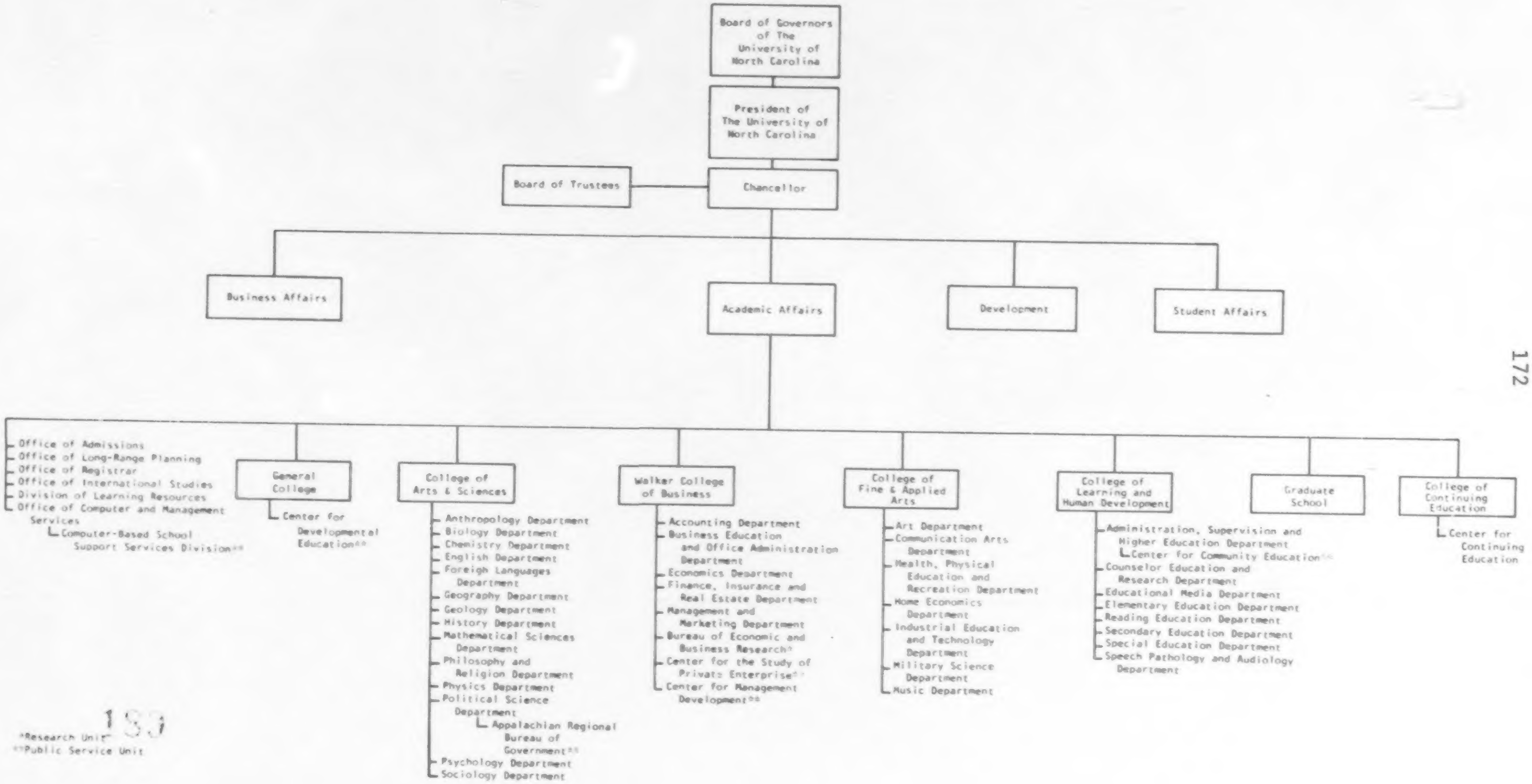
Authorized and projected enrollment goals for the current planning period are as follows (in regular session full-time equivalent students). These projections will be reviewed annually.

Enrollment Categories	Actual 1979-80	Estimated 1980-81	Projected 1981-82	1982-83	1983-84	1984-85
Undergraduate	7,560	7,825	7,805	7,850	7,898	7,945
Graduate	645	700	660	675	705	725
Total	8,205	8,525	8,465	8,525	8,603	8,670

6. Organization

Appalachian State University is organized as shown in the chart which follows:

ORGANIZATION CHART OF APPALACHIAN STATE UNIVERSITY, 1980


Board of Governors of The University of North Carolina
President of The University of North Carolina
Board of Trustees
Chancellor
Business Affairs
Academic Affairs
Development
Student Affairs
Office of Admissions
Office of Long-Range Planning
Office of Registrar
Office of International Studies
Division of Learning Resources
Office of Computer and Management Services
Computer-Based School Support Services Division**
General College
Center for Developmental Education**
College of Arts & Sciences
Anthropology Department
Biology Department
Chemistry Department
English Department
Foreign Languages Department
Geography Department
Geology Department
History Department
Mathematical Sciences Department
Philosophy and Religion Department
Physics Department
Political Science Department
Appalachian Regional Bureau of Government**
Psychology Department
Sociology Department
Walker College of Business
Accounting Department
Business Education and Office Administration Department
Economics Department
Finance, Insurance and Real Estate Department
Management and Marketing Department
Bureau of Economic and Business Research*
Center for the Study of Private Enterprise**
Center for Management Development**
College of Fine & Applied Arts
Art Department
Communication Arts Department
Health, Physical Education and Recreation Department
Home Economics Department
Industrial Education and Technology Department
Military Science Department
Music Department
College of Learning and Human Development
Administration, Supervision and Higher Education Department
Center for Community Education**
Counselor Education and Research Department
Educational Media Department
Elementary Education Department
Reading Education Department
Secondary Education Department
Special Education Department
Speech Pathology and Audiology Department
Graduate School
College of Continuing Education
Center for Continuing Education

*Research Unit
**Public Service Unit

EAST CAROLINA UNIVERSITY

1. General Statement of Educational Mission

East Carolina University is a Comprehensive University I, offering degree programs at the baccalaureate, master's, and intermediate levels, the first professional degree in medicine, and five doctoral programs in the basic medical sciences. The institution has experienced rapid growth in the last decade, adding many new programs and expanding its research and public service programs. No further major change in the educational mission of the institution is contemplated in the present planning period (1980-1985). The principal emphasis during this period for East Carolina University will be on strengthening its established degree programs and its programs in public service and research, with special emphasis on completion of the development phase of the School of Medicine.

2. Authorized Degree Programs

East Carolina University is authorized to offer programs of study leading to degrees at those levels and in the discipline divisions and specialties set forth below:

a. Baccalaureate Level

0200 Architecture and Environmental Design

- 0206 City, community, and regional planning

0400 Biological Sciences

- 0401 Biology, general
- 0414 Biochemistry

0500 Business and Management

- 0506 Business management and administration
- 0514 Secretarial studies

0700 Computer and Information Sciences

0701	Computer and information sciences, general

0800 Education

0802	Elementary education, general
0808	Special education, general
0831	Art education (methodology and theory)
0834	Science education (methodology and theory)
0836	Driver and safety education
0837	Health education (include family life education)
0838	Business, commerce, and distributive education
0839	Industrial arts, vocational, and technical education
0895	Health and physical education

1000 Fine and Applied Arts

1002	Art (painting, drawing, sculpture)
1003	Art history and appreciation
1004	Music (performing, composition, theory)
1005	Music (liberal arts program)
1007	Dramatic arts
1008	Dance
1095	Community arts management
1096	Music therapy

1100 Foreign Languages

1102	French
1103	German
1105	Spanish

1200 Health Professions

1203	Nursing
1208	Occupational therapy
1212	Physical therapy
1215	Medical record librarianship
1220	Speech pathology and audiology
1223	Medical laboratory technologies
1282	Health statistics
1298	Environmental health

1300 Home Economics

1301	Home economics, general

1500 Letters

1501	English, general
1509	Philosophy

1600 Library Science

1601 Library science, general

1700 Mathematics

1701 Mathematics, general

1900 Physical Sciences

1902 Physics, general
1905 Chemistry, general
1914 Geology
1998 Applied physics

2000 Psychology

2001 Psychology, general

2100 Public Affairs and Services

2103 Parks and recreation management
2104 Social work and helping services (other than clinical social work)
2105 Law enforcement and corrections

2200 Social Sciences

2202 Anthropology
2205 History
2206 Geography
2207 Political science and government
2208 Sociology

4900 Interdisciplinary Studies

4990 Marine Sciences

b. Master's Level

0400 Biological Sciences

0401 Biology, general

0500 Business and Management

0506 Business management and administration

0800 Education

0802 Elementary education, general
0807 Adult and continuing education
0808 Special education, general

0800 Education (cont'd.)

- 0826 Student personnel (counseling and guidance)
- 0830 Reading education (methodology and theory)
- 0831 Art education (methodology and theory)
- 0834 Science education (methodology and theory)
- 0836 Driver and safety education
- 0838 Business, commerce, and distributive education
- 0839 Industrial arts, vocational and technical education
- 0893 Educational administration and supervision
- 0895 Health and physical education

1000 Fine and Applied Arts

- 1002 Art (painting, drawing, sculpture)
- 1004 Music (performing, composition, theory)

1200 Health Professions

- 1203 Nursing
- 1220 Speech pathology and audiology
- 1281 Rehabilitation counseling
- 1298 Environmental health

1300 Home Economics

- 1301 Home economics, general
- 1305 Family relations and child development

1500 Letters

- 1501 English, general

1600 Library Science

- 1601 Library science, general

1700 Mathematics

- 1701 Mathematics, general

1900 Physical Sciences

- 1902 Physics, general
- 1905 Chemistry, general
- 1914 Geology

2000 Psychology

- 2001 Psychology, general
- 2003 Clinical psychology
- 2097 School psychology

2100 Public Affairs and Services

2102 Public administration

2200 Social Sciences

2205 History
2206 Geography
2207 Political science and government
2208 Sociology

c. Intermediate (Sixth-Year) Level

0400 Biological Sciences

0401 Biology, general (C.A.S.)

0800 Education

0893 Educational administration and supervision (Ed.S.)

1000 Fine and Applied Arts

1004 Music (performing, composition, theory) (C.A.S.)

1500 Letters

1501 English, general (C.A.S.)

2000 Psychology

2097 School psychology (C.A.S.)

d. First Professional Level

1200 Health Professions

1206 Medicine, M.D. degree

e. Doctoral Level

0400 Biological Sciences

0409 Pharmacology, human and animal
0410 Physiology, human and animal
0411 Microbiology
0412 Anatomy
0414 Biochemistry

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Degree Programs

East Carolina University is authorized to plan the following new degree programs:

a. Baccalaureate Level

0500 Business and Management

0502 Accounting

0600 Communications

0601 Communications, general

b. Master's Level

2100 Public Affairs and Services

2104 Social work (R)

5. Enrollments

Authorized and projected enrollment goals for the current planning period are as follows (in regular session full-time equivalent students). These projections will be reviewed annually.

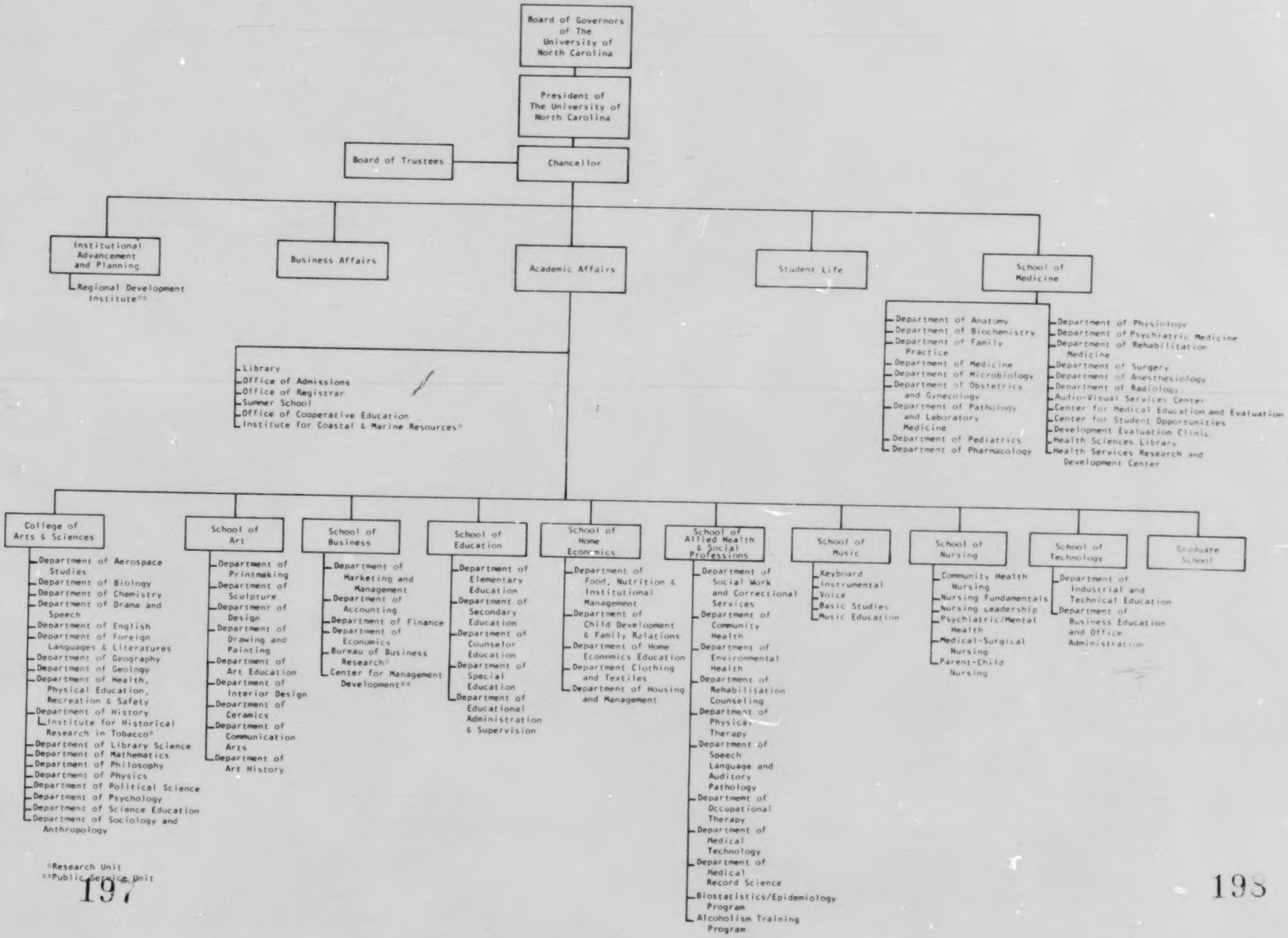
Enrollment	Actual	Estimated	Projected			
Categories	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Undergraduate	9,909	10,050	10,180	10,310	10,357	10,402
Graduate	1,281*	1,350*	1,389*	1,438*	1,496*	1,550*
Total	11,190	11,400	11,569	11,748	11,853	11,952

*Includes enrollment in the School of Medicine.

6. Organization

East Carolina University is organized as shown in the chart which follows:

ORGANIZATION CHART OF EAST CAROLINA UNIVERSITY, 1980


Board of Governors of The University of North Carolina
President of The University of North Carolina
Board of Trustees
Chancellor
Institutional Advancement and Planning
Regional Development Institute**
Business Affairs
Academic Affairs
Student Life
School of Medicine
Department of Anatomy
Department of Biochemistry
Department of Family Practice
Department of Medicine
Department of Microbiology
Department of Obstetrics and Gynecology
Department of Pathology and Laboratory Medicine
Department of Pediatrics
Department of Pharmacology
Department of Physiology
Department of Psychiatric Medicine
Department of Rehabilitation Medicine
Department of Surgery
Department of Anesthesiology
Department of Radiology
Audio-Visual Services Center
Center for Medical Education and Evaluation
Center for Student Opportunities
Development Evaluation Clinic
Health Sciences Library
Health Services Research and Development Center
Library
Office of Admissions
Office of Registrar
Summer School
Office of Cooperative Education
Institute for Coastal & Marine Resources*
College of Arts & Sciences
Department of Aerospace Studies
Department of Biology
Department of Chemistry
Department of Drama and Speech
Department of English
Department of Foreign Languages & Literatures
Department of Geography
Department of Geology
Department of Health, Physical Education, Recreation & Safety
Department of History
Institute for Historical Research in Tobacco*
Department of Library Science
Department of Mathematics
Department of Philosophy
Department of Physics
Department of Political Science
Department of Psychology
Department of Science Education
Department of Sociology and Anthropology
School of Art
Department of Printmaking
Department of Sculpture
Department of Design
Department of Drawing and Painting
Department of Art Education
Department of Interior Design
Department of Ceramics
Department of Communication Arts
Department of Art History
School of Business
Department of Marketing and Management
Department of Accounting
Department of Finance
Department of Economics
Bureau of Business Research*
Center for Management Development**
School of Education
Department of Elementary Education
Department of Secondary Education
Department of Counselor Education
Department of Special Education
Department of Educational Administration & Supervision
School of Home Economics
Department of Food, Nutrition & Institutional Management
Department of Child Development & Family Relations
Department of Home Economics Education
Department Clothing and Textiles
Department of Housing and Management
School of Allied Health & Social Professions
Department of Social Work and Correctional Services
Department of Community Health
Department of Environmental Health
Department of Rehabilitation Counseling
Department of Physical Therapy
Department of Speech Language and Auditory Pathology
Department of Occupational Therapy
Department of Medical Technology
Department of Medical Record Science
Biostatistics/Epidemiology Program
Alcoholism Training Program
School of Music
Keyboard
Instrumental
Voice
Basic Studies
Music Education
School of Nursing
Community Health Nursing
Nursing Fundamentals
Nursing Leadership
Psychiatric/Mental Health
Medical-Surgical Nursing
Parent-Child Nursing
School of Technology
Department of Industrial and Technical Education
Department of Business Education and Office Administration
Graduate School

*Research Unit
**Public Service Unit

ELIZABETH CITY STATE UNIVERSITY

1. General Statement of Educational Mission

Elizabeth City State University is a Comprehensive University II, authorized to offer degree programs at the baccalaureate level. It will continue as a Comprehensive University II institution during the present planning period (1980-1985), and the Board reaffirms its goal of broadening and diversifying the undergraduate curriculum of the institution. In support of that objective, four new degree programs are here authorized for planning. The Board also recognizes the special responsibilities that Elizabeth City State University has in the Northeastern region, where it is the only senior institution. The Board is thus committed also to continue the Elizabeth City State University Graduate Center which was established at the institution in the fall of 1980, as a result of a special study authorized in Long-Range Planning, 1978-1983. Through this Center, master's-level study is provided in a cooperative interinstitutional endeavor. Elizabeth City State University will also broaden its community service programs through the new Continuing Education Center.

2. Authorized Degree Programs

Elizabeth City State University is authorized to offer programs of study leading to the baccalaureate degree in the discipline divisions and specialties set forth below:

0400 Biological Sciences
  0401 Biology, general
0500 Business and Management
  0506 Business management and administration

0800 Education

- 0802 Elementary education, general
- 0808 Special education, general
- 0830 Reading education (methodology and theory)
- 0831 Art education (methodology and theory)
- 0838 Business, commerce, and distributive education
- 0839 Industrial arts, vocational, and technical education
- 0895 Health and physical education

1500 Letters

- 1501 English, general

1700 Mathematics

- 1701 Mathematics, general

1900 Physical Sciences

- 1902 Physics, general
- 1905 Chemistry, general
- 1914 Geology

2000 Psychology

- 2001 Psychology, general

2100 Public Affairs and Services

- 2105 Criminal justice

2200 Social Sciences

- 2201 Social sciences, general
- 2205 History
- 2207 Political science and government
- 2208 Sociology

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Degree Programs

Elizabeth City State University is authorized to plan the following new degree programs at the baccalaureate level:

0500	Business and Management	
	0502	Accounting
0700	Computer and Information Sciences	
	0701	Computer and information sciences, general
1000	Fine and Applied Arts	
	1005	Music (liberal arts)
1700	Mathematics	
	1703	Applied Mathematics

5. Enrollments

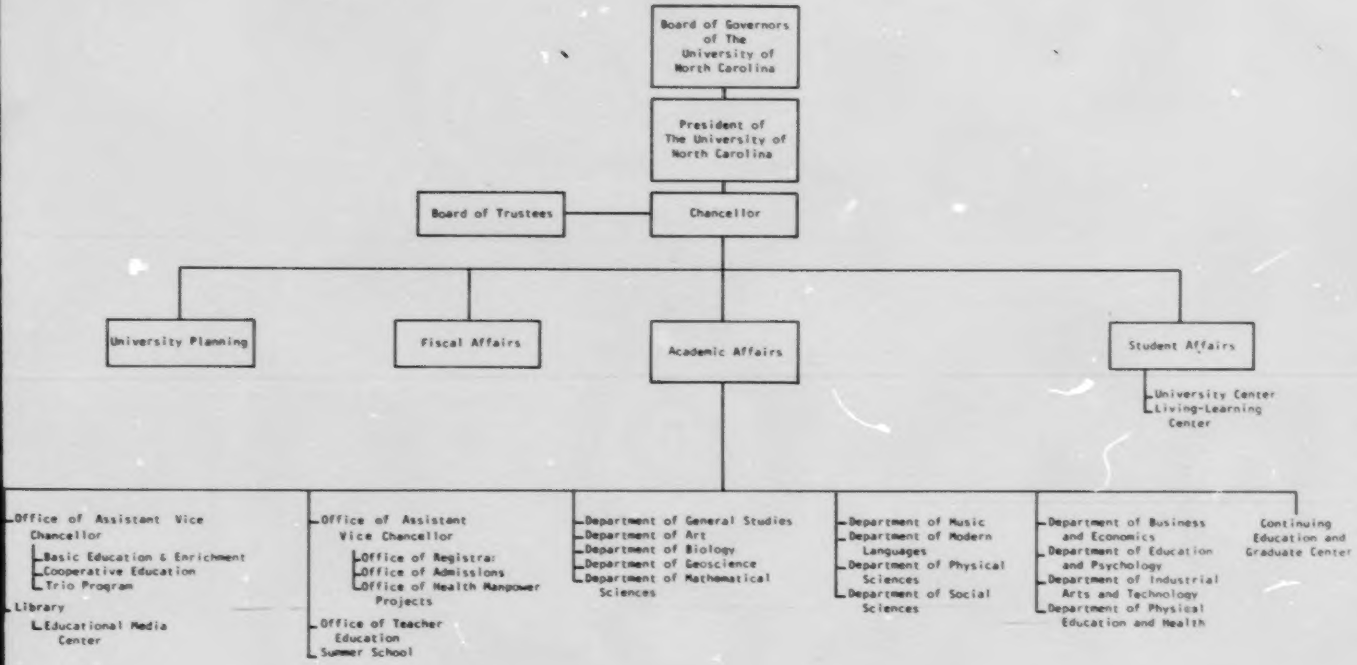
Authorized and projected enrollment goals for the current planning period are as follows (in regular session full-time equivalent students). These projections will be reviewed annually.

Enrollment Categories	Actual 1979-80	Estimated 1980-81	Projected			
			1981-82	1982-83	1983-84	1984-85
Total	1,448	1,385	1,560	1,580	1,585	1,590

6. Organization

Elizabeth City State University is organized as shown in the chart which follows:

ORGANIZATION CHART OF ELIZABETH CITY STATE UNIVERSITY, 1980


Board of Governors of The University of North Carolina
President of The University of North Carolina
Board of Trustees
Chancellor
University Planning
Fiscal Affairs
Academic Affairs
Student Affairs
University Center
Living-Learning Center
Office of Assistant Vice Chancellor
Basic Education & Enrichment
Cooperative Education
Trio Program
Library
Educational Media Center
Office of Assistant Vice Chancellor
Office of Registrar
Office of Admissions
Office of Health Manpower Projects
Office of Teacher Education
Summer School
Department of General Studies
Department of Art
Department of Biology
Department of Geoscience
Department of Mathematical Sciences
Department of Music
Department of Modern Languages
Department of Physical Sciences
Department of Social Sciences
Department of Business and Economics
Department of Education and Psychology
Department of Industrial Arts and Technology
Department of Physical Education and Health
Continuing Education and Graduate Center

FAYETTEVILLE STATE UNIVERSITY

1. General Statement of Educational Mission

Fayetteville State University is a Comprehensive University II. It is the objective of the Board of Governors that Fayetteville State move toward becoming a Comprehensive University I during the present planning period (1980-85). An important major step toward this objective was taken in 1980-81 with the transfer to Fayetteville State University of one of the master's degree programs being offered in the Fayetteville Graduate Center. It is planned that the two other master's programs offered in the Center will be transferred during 1981-83, and Fayetteville State is authorized to begin planning the MBA in 1983. Its development as a comprehensive university with programs at the master's level will focus on serving the rapidly-growing metropolitan area in which it is located. The institution will continue to work to strengthen its undergraduate programs, and it will continue to have the responsibility for offering undergraduate instruction in the educational center at Fort Bragg.

2. Authorized Degree Programs

Fayetteville State University is authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:[9]

a. Baccalaureate Level

0400 Biological Sciences

0401 Biology, general

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[9] Fayetteville State University is authorized to offer the associate in arts and associate in science degrees in its programs for armed services personnel at the Fort Bragg center. These programs are listed in the Appendix.

0500 Business and Management

0506 Business management and administration

0800 Education

0802 Elementary education, general
0830 Reading education
0832 Music education (methodology and theory)
0838 Business, commerce, and distributive education
0895 Health and physical education

1000 Fine and Applied Arts

1007 Dramatic arts

1200 Health Professions

1223 Medical laboratory technologies

1500 Letters

1501 English, general

1700 Mathematics

1701 Mathematics, general

1900 Physical Sciences

1905 Chemistry, general

2000 Psychology

2001 Psychology, general

2200 Social Sciences

2201 Social sciences, general
2204 Economics
2205 History
2206 Geography
2207 Political science and government
2208 Sociology
2211 Afro-American (black culture) studies

b. Master's Level

0800 Education

0802 Elementary education

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorization to Plan New Programs

Fayetteville State University is authorized to plan the following new degree programs:

a. Baccalaureate Level

0500 Business and Management

0502 Accounting

1000 Fine and Applied Arts

1002 Art (non-teaching)

2100 Public Affairs and Services

2105 Criminal justice

b. Master's Level

0500 Business and Management

0506 Business management and administration (beginning in 1983)

Education

0808 Special education (R)
0893 Educational administration and supervision (R)

5. Enrollments

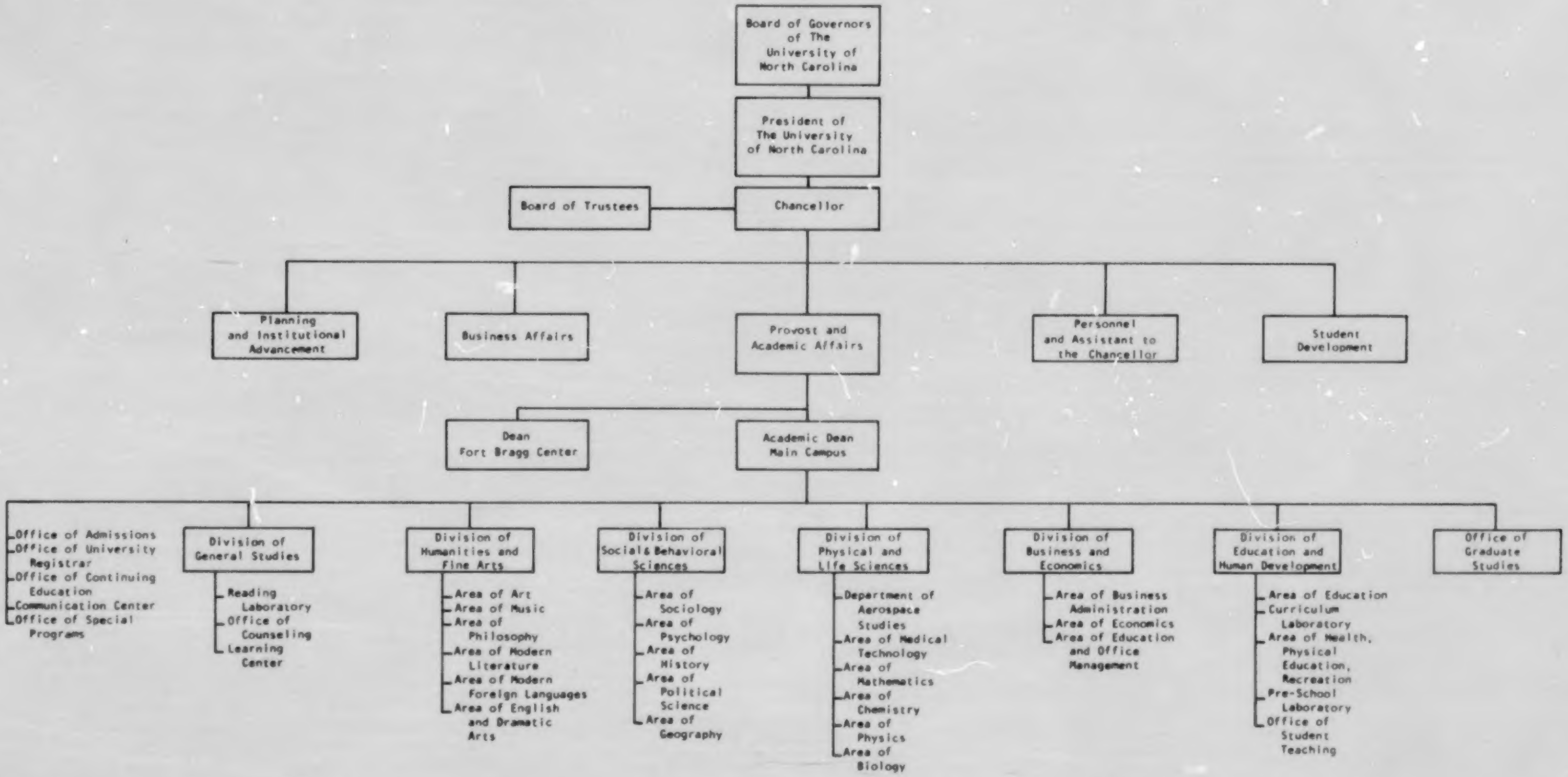
Authorized and projected enrollment goals for the current planning period are as follows (in regular session full-time equivalent students). These projections will be reviewed annually.

Enrollment Categories	Actual 1979-80	Estimated 1980-81	Projected 1981-82	Projected 1982-83	Projected 1983-84	Projected 1984-85
Undergraduate	2,099	2,139	2,195	2,225	2,293	2,341
Graduate	-	71	75	85	100	107
Total	2,099	2,210	2,270	2,310	2,393	2,448

6. Organization

Fayetteville State University is organized as shown in the chart which follows:

ORGANIZATION CHART OF FAYETTEVILLE STATE UNIVERSITY, 1980


Board of Governors of The University of North Carolina
President of The University of North Carolina
Board of Trustees
Chancellor
Planning and Institutional Advancement
Business Affairs
Provost and Academic Affairs
Personnel and Assistant to the Chancellor
Student Development
Dean Fort Bragg Center
Academic Dean Main Campus
Office of Admissions
Office of University Registrar
Office of Continuing Education
Communication Center
Office of Special Programs
Division of General Studies
Reading Laboratory
Office of Counseling
Learning Center
Division of Humanities and Fine Arts
Area of Art
Area of Music
Area of Philosophy
Area of Modern Literature
Area of Modern Foreign Languages
Area of English and Dramatic Arts
Division of Social & Behavioral Sciences
Area of Sociology
Area of Psychology
Area of History
Area of Political Science
Area of Geography
Division of Physical and Life Sciences
Department of Aerospace Studies
Area of Medical Technology
Area of Mathematics
Area of Chemistry
Area of Physics
Area of Biology
Division of Business and Economics
Area of Business Administration
Area of Economics
Area of Education and Office Management
Division of Education and Human Development
Area of Education
Curriculum Laboratory
Area of Health, Physical Education, Recreation
Pre-School Laboratory
Office of Student Teaching
Office of Graduate Studies

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

1. General Statement of Educational Mission

North Carolina Agricultural and Technical State University is one of the State's two land-grant institutions and is a Comprehensive University I, offering degree programs at the baccalaureate and master's levels. No major change in institutional mission is contemplated during the present planning period (1980-1985). It has one of the three schools of engineering in The University of North Carolina and one of the two schools of agriculture. It offers special research and public service programs to the State in agriculture, and through other specialized teaching and research programs. North Carolina A & T State University's services are being strengthened through its participation in the Microelectronics Center of North Carolina. In the present planning period, emphasis is to be placed on strengthening programs in engineering, in the sciences, and in technology, and in the animal science program developed as a related activity to the School of Veterinary Medicine. Priority is also to be given to improvements in administrative services in the institution, especially in fiscal management.

2. Authorized Degree Programs

North Carolina Agricultural and Technical State University is authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. Baccalaureate Level

0100 Agriculture and Natural Resources

0101 Agriculture, general
0111 Agricultural economics
0112 Agricultural business
0113 Food science and technology

0100 Agriculture and Natural Resources (cont'd.)

0116 Agriculture and forestry technologies
0198 Agricultural science

0200 Architecture and Environmental Design

0204 Landscape architecture

0400 Biological Sciences

0401 Biology, general

0500 Business and Management

0502 Accounting
0506 Business management and administration
0510 Transportation and public utilities
0514 Secretarial studies
0517 Business economics

0700 Computer and Information Sciences

0701 Computer and information sciences, general

0800 Education

0802 Elementary education, general
0831 Art education (methodology and theory)
0832 Music education (methodology and theory)
0836 Driver and safety education
0838 Business, commerce, and distributive education
0839 Industrial arts, vocational, and technical education
0895 Health and physical education

0900 Engineering

0904 Architectural engineering
0909 Electrical, electronics, and communications engineering
0910 Mechanical engineering
0913 Industrial and management engineering
0919 Engineering physics
0925 Engineering technologies

1000 Fine and Applied Arts

1002 Art (painting, drawing, sculpture)
1005 Music (liberal arts program)
1007 Dramatic arts
1094 Professional theatre

- 1100 Foreign Languages
  - 1102 French
- 1200 Health Professions
  - 1203 Nursing
- 1300 Home Economics
  - 1301 Home economics, general
  - 1303 Clothing and textiles
  - 1305 Family relations and child development
  - 1306 Foods and nutrition (include dietetics)
- 1500 Letters
  - 1501 English, general
  - 1506 Speech, debate, and forensic science
- 1700 Mathematics
  - 1701 Mathematics, general
- 1900 Physical Sciences
  - 1902 Physics, general
  - 1905 Chemistry, general
- 2000 Psychology
  - 2001 Psychology, general
- 2100 Public Affairs and Services
  - 2103 Parks and recreation management
  - 2104 Social work and helping services (other than clinical social work)
- 2200 Social Sciences
  - 2201 Social sciences, general
  - 2205 History
  - 2207 Political science and government
  - 2208 Sociology
- 4900 Interdisciplinary Studies
  - 4992 Engineering mathematics

b. Master's Level

0100 Agriculture and Natural Resources

0101 Agriculture, general
0111 Agricultural economics

0400 Biological Sciences

0401 Biology, general

0800 Education

0802 Elementary education, general
0807 Adult and continuing education
0826 Student personnel (counseling and guidance)
0830 Reading education (methodology and theory)
0831 Art education (methodology and theory)
0836 Driver and safety education
0839 Industrial arts, vocational, and technical education
0893 Educational administration and supervision
0895 Health and physical education
0897 Educational media

0900 Engineering

0901 Engineering, general
0909 Electrical, electronics, and communications engineering
0913 Industrial and management engineering

1100 Foreign Languages

1102 French

1300 Home Economics

1306 Foods and nutrition (include dietetics)

1500 Letters

1501 English, general

1700 Mathematics

1701 Mathematics, general

1900 Physical Sciences

1905 Chemistry, general

2200 Social Sciences

2201 Social sciences, general
2205 History

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Programs

North Carolina Agricultural and Technical State University is authorized to plan the following new degree programs:

a. Baccalaureate Level

0100 Agriculture and Natural Resources

- 0104 Animal science (R)

0800 Education

- 0808 Special education, general (R)
- 0830 Reading education (methodology and theory) (R)

0900 Engineering

- 0906 Chemical engineering (R)
- 0908 Civil engineering

1200 Health Professions

- 1296 Occupational safety

b. Master's Level

0500 Business and Management

- 0510 Transportation

0900 Engineering

- 0904 Architectural engineering
- 0910 Mechanical engineering (R)

1700 Mathematics

- 1703 Applied mathematics (R)

5. Enrollments

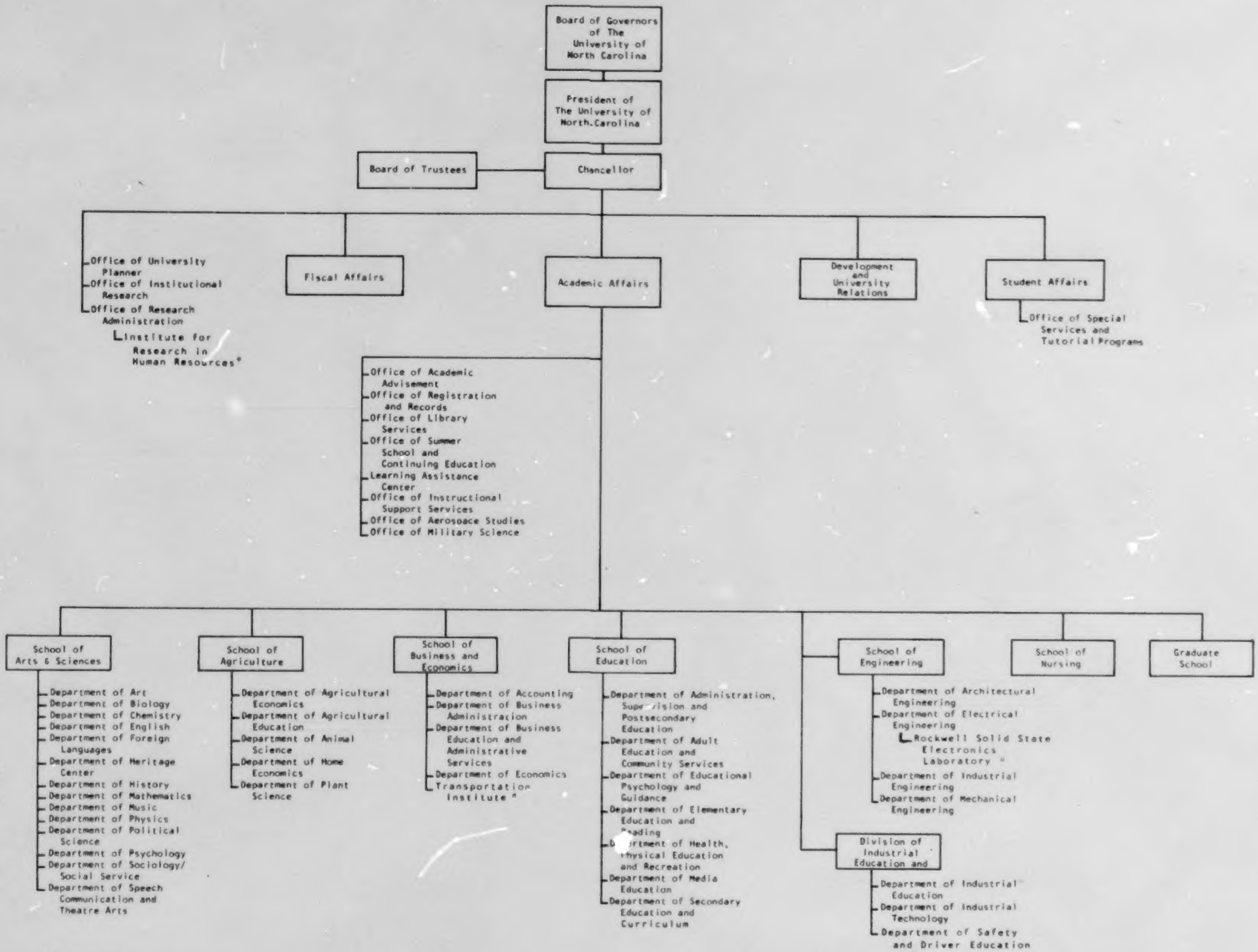
Authorized and projected enrollment goals for the current planning period are as follows (in regular session full-time equivalent students). These projections will be reviewed annually.

Enrollment Categories	Actual 1979-80	Estimated 1980-81	Projected 1981-82	1982-83	1983-84	1984-85
Undergraduate	4,461	4,590	4,670	4,690	4,705	4,716
Graduate	401	350	350	360	371	386
Total	4,862	4,940	5,020	5,050	5,076	5,102

6. Organization

North Carolina Agricultural and Technical State University is organized as shown in the chart which follows:

ORGANIZATION CHART OF NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY, 1980


Board of Governors of The University of North Carolina
President of The University of North Carolina
Board of Trustees
Chancellor
Office of University Planner
Office of Institutional Research
Office of Research Administration
Institute for Research in Human Resources*
Fiscal Affairs
Academic Affairs
Development and University Relations
Student Affairs
Office of Special Services and Tutorial Programs
Office of Academic Advisement
Office of Registration and Records
Office of Library Services
Office of Summer School and Continuing Education
Learning Assistance Center
Office of Instructional Support Services
Office of Aerosoace Studies
Office of Military Science
School of Arts & Sciences
Department of Art
Department of Biology
Department of Chemistry
Department of English
Department of Foreign Languages
Department of Heritage Center
Department of History
Department of Mathematics
Department of Music
Department of Physics
Department of Political Science
Department of Psychology
Department of Sociology/Social Service
Department of Speech Communication and Theatre Arts
School of Agriculture
Department of Agricultural Economics
Department of Agricultural Education
Department of Animal Science
Department of Home Economics
Department of Plant Science
School of Business and Economics
Department of Accounting
Department of Business Administration
Department of Business Education and Administrative Services
Department of Economics
Transportation Institute *
School of Education
Department of Administration, Supervision and Postsecondary Education
Department of Adult Education and Community Services
Department of Educational Psychology and Guidance
Department of Elementary Education and Reading
Department of Health, Physical Education and Recreation
Department of Media Education
Department of Secondary Education and Curriculum
School of Engineering
Department of Architectural Engineering
Department of Electrical Engineering
Rockwell Solid State Electronics Laboratory *
Department of Industrial Engineering
Department of Mechanical Engineering
Division of Industrial Education and
Department of Industrial Education
Department of Industrial Technology
Department of Safety and Driver Education
School of Nursing
Graduate School

* Research Unit

NORTH CAROLINA CENTRAL UNIVERSITY

1. General Statement of Educational Mission

North Carolina Central University is a Comprehensive University I, offering programs at the baccalaureate and master's levels, and the first professional degree in law. No major change in educational mission is contemplated during the present planning period. Emphasis will be placed on improvements in existing programs, the development of a new master's program in criminal justice, and the development of the new evening program in the School of Law. The President is requested to work with North Carolina Central during 1981 to study the need for degree credit extension activities in the Research Triangle Park, and to assist the institution in developing plans for assuming a major responsibility for responding to those needs identified.

2. Authorized Degree Programs

North Carolina Central University is authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. Baccalaureate Level

0400 Biological Sciences

0401 Biology, general

0500 Business and Management

0502 Accounting
0506 Business management and administration
0517 Business economics

0800 Education

0802 Elementary education, general
0835 Physical education

0800 Education (cont'd.)

    0837 Health education (include family life education)
    0838 Business, commerce, and distributive education

1000 Fine and Applied Arts

    1002 Art (painting, drawing, sculpture)
    1004 Music (performance)
    1005 Music (liberal arts program)
    1007 Dramatic arts

1100 Foreign Languages

    1102 French
    1103 German
    1105 Spanish

1200 Health Professions

    1203 Nursing

1300 Home Economics

    1301 Home economics, general
    1303 Clothing and textiles
    1306 Foods and nutrition (include dietetics)

1500 Letters

    1501 English, general
    1509 Philosophy

1700 Mathematics

    1701 Mathematics, general

1900 Physical Sciences

    1902 Physics, general
    1905 Chemistry, general

2000 Psychology

    2001 Psychology, general

2100 Public Affairs and Services

    2103 Parks and recreation management
    2105 Criminal justice

2200 Social Sciences

    2201 Social sciences, general

2200 Social Sciences (cont'd.)

2205	History
2206	Geography
2207	Political science and government
2208	Sociology
2211	Afro-American (black culture) studies

b. Master's Level

0400 Biological Sciences

0401	Biology, general

0500 Business and Management

0506	Business management and administration

0800 Education

0802	Elementary education, general
0808	Special education, general
0815	Speech correction
0826	Student personnel (counseling and guidance)
0835	Physical education
0838	Business, commerce, and distributive education
0893	Educational administration and supervision
0897	Educational media

1000 Fine and Applied Arts

1005	Music (liberal arts program)

1100 Foreign Languages

1102	French

1300 Home Economics

1301	Home economics, general

1500 Letters

1501	English, general

1600 Library Science

1601	Library science, general

1700 Mathematics

1701	Mathematics, general

1900 Physical Sciences

1905 Chemistry, general

2000 Psychology

2001 Psychology, general

2100 Public Affairs and Services

2103 Parks and recreation management

2200 Social Sciences

2205 History
2208 Sociology

c. First Professional Level

1400 Law

1401 Law, general

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorization to Plan New Programs

North Carolina Central University is authorized to plan the following new degree programs:

a. Baccalaureate Level

0700 Computer and Information Sciences

0701 Computer and information sciences, general

b. Master's Level

2100 Public Affairs and Services

2105 Criminal justice (R)

2200 Social Sciences

2207 Political science and government

5. Enrollments

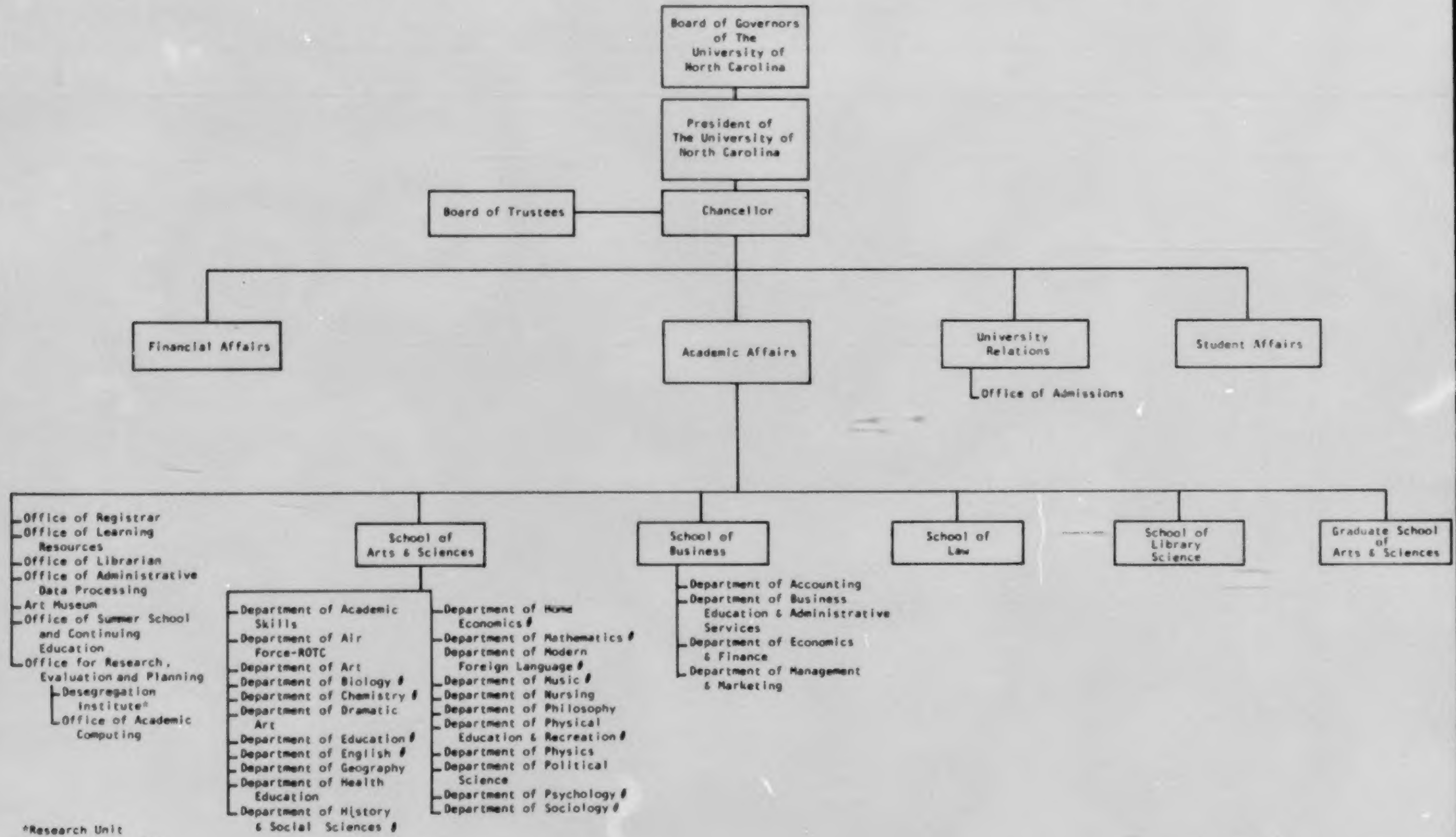
Authorized and projected enrollment goals for the current planning period are as follows (in regular session full-time equivalent students). These projections will be reviewed annually.

Enrollment Categories	Actual 1979-80	Estimated 1980-81	Projected 1981-82	1982-83	1983-84	1984-85
Undergraduate	3,678	3,770	3,818	3,855	3,860	3,865
Graduate	652	730	677	685	758	806
Total	4,330	4,500	4,495	4,540	4,618	4,671

6. Organization

North Carolina Central University is organized as shown in the chart which follows:

ORGANIZATION CHART OF NORTH CAROLINA CENTRAL UNIVERSITY, 1980


Board of Governors of The University of North Carolina
President of The University of North Carolina
Board of Trustees
Chancellor
Financial Affairs
Academic Affairs
University Relations
Office of Admissions
Student Affairs
Office of Registrar
Office of Learning Resources
Office of Librarian
Office of Administrative Data Processing
Art Museum
Office of Summer School and Continuing Education
Office for Research, Evaluation and Planning
Desegregation Institute*
Office of Academic Computing
School of Arts & Sciences
Department of Academic Skills
Department of Air Force-ROTC
Department of Art
Department of Biology #
Department of Chemistry #
Department of Dramatic Art
Department of Education #
Department of English #
Department of Geography
Department of Health Education
Department of History & Social Sciences #
Department of Home Economics #
Department of Mathematics #
Department of Modern Foreign Language #
Department of Music #
Department of Nursing
Department of Philosophy
Department of Physical Education & Recreation #
Department of Physics
Department of Political Science
Department of Psychology #
Department of Sociology #
School of Business
Department of Accounting
Department of Business Education & Administrative Services
Department of Economics & Finance
Department of Management & Marketing
School of Law
School of Library Science
Graduate School of Arts & Sciences

*Research Unit
#Also report to the Graduate School of Arts and Sciences

THE NORTH CAROLINA SCHOOL OF THE ARTS

1. General Statement of Educational Mission

The North Carolina School of the Arts is a specialized institution, offering programs at the secondary and baccalaureate levels in dance, design and production, drama, and music. These programs in the performing arts include general education programs offered by the Academic Studies Division. The institution is authorized to plan during the present planning period a new program at the master's level in design and production. The School is focusing also on developing further its contribution to the cultural enrichment of the life of the State, principally through the concerts and performances of the faculty and students. These also form an important element in the professional training of its students.

2. Authorized Award Programs

The North Carolina School of the Arts is authorized to offer programs of study leading to diplomas, certificates, and degrees at those levels and in those discipline divisions and specialties set forth below:

a. High School Level

High School Diploma

b. Postsecondary Certificate Level

Certificate of Proficiency in Dance
Certificate of Proficiency in Design and Production
Certificate of Proficiency in Drama
Certificate of Proficiency in Music

c. Baccalaureate Level

1000 Fine and Applied Arts

1004 Music
1007 Dramatic Arts
1008 Dance

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Programs

The North Carolina School of the Arts is authorized to plan the following new degree program at the master's level:

1000 Fine and Applied Arts

1007 Dramatic arts (theatrical design and production)

5. Enrollments

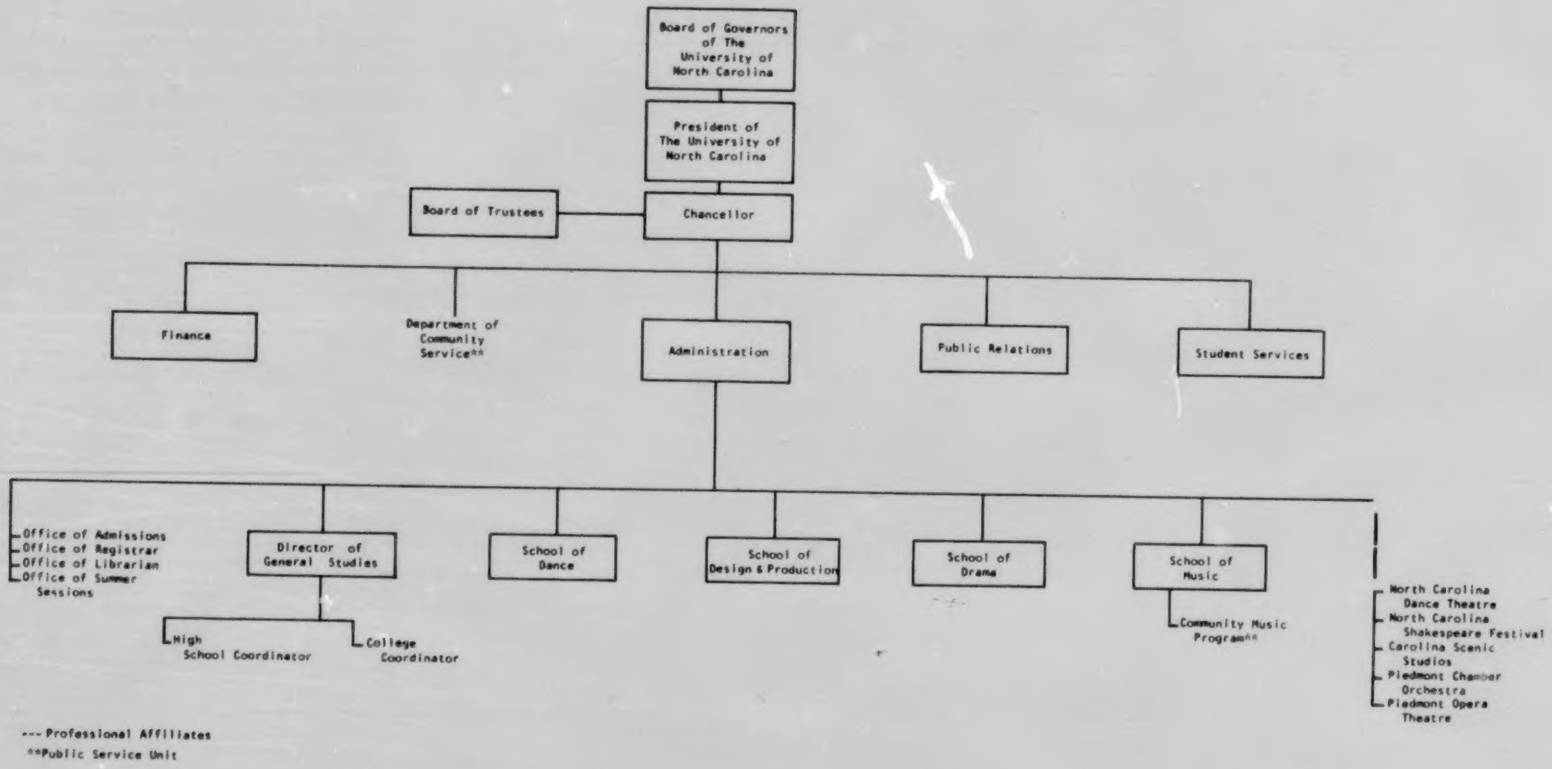
Authorized and projected enrollment goals for the current planning period are as follows (in regular session full-time equivalent students). These projections will be reviewed annually.

Enrollment Categories	Actual 1979-80	Estimated 1980-81	Projected 1981-82	Projected 1982-83	Projected 1983-84	Projected 1984-85
Total	646	625	670	670	670	670

6. Organization

The North Carolina School of the Arts is organized as shown in the chart which follows:

ORGANIZATION CHART OF NORTH CAROLINA SCHOOL OF THE ARTS, 1980


Board of Governors of The University of North Carolina
President of The University of North Carolina
Board of Trustees
Chancellor
Finance
Department of Community Service**
Administration
Public Relations
Student Services
Office of Admissions
Office of Registrar
Office of Librarian
Office of Summer Sessions
Director of General Studies
High School Coordinator
College Coordinator
School of Dance
School of Design & Production
School of Drama
School of Music
Community Music Program**
North Carolina Dance Theatre
North Carolina Shakespeare Festival
Carolina Scenic Studios
Piedmont Chamber Orchestra
Piedmont Opera Theatre
--- Professional Affiliates
**Public Service Unit

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

1. General Statement of Educational Mission

North Carolina State University at Raleigh is one of the State's two land-grant institutions and is a Research University I, offering degrees at the baccalaureate, master's, intermediate, first professional, and doctoral levels. The institution has a major role now in the development of the Microelectronics Center of North Carolina. The new School of Veterinary Medicine, authorized in 1974 by the Board of Governors, will enroll its first entering class in 1981, and the developmental phase of the School will be completed during the present planning period. The institution offers unique research and science programs through the Agricultural Research Service, the Agricultural Extension Service, and the Industrial Extension Service. Its schools of Agriculture and Life Sciences and Engineering are the only schools in The University of North Carolina offering programs at the doctoral level in these fields, and its schools of Design, Forest Resources, Textiles, and Veterinary Medicine are unique in The University. The principal mission of North Carolina State University at Raleigh is scientific and technological education and research. Enrollment projections and all institutional planning should, therefore, be predicated upon an emphasis on the programs and services of those schools that are unique to the institution or which are duplicated only to a limited extent within The University, with appropriate exceptions for needed services to part-time commuting students in the Raleigh area.

2. Authorized Degree Programs

North Carolina State University at Raleigh is authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:[10]

a. Baccalaureate Level

0100 Agriculture and Natural Resources

0101	Agronomy (field crops and crop management)
0103	Soils science (management and conservation)
0104	Animal science (husbandry)
0106	Poultry science
0108	Horticulture (fruit and vegetable production)
0110	Agricultural economics
0113	Food science and technology
0114	Forestry
0115	Natural resources management
0116	Agriculture and forestry technologies

0200 Architecture and Environmental Design

0202	Architecture
0204	Landscape architecture
0298	Product design

0400 Biological Sciences

0401	Biology, general
0402	Botany, general
0407	Zoology, general
0411	Microbiology
0414	Biochemistry
0421	Entomology
0424	Nutrition, scientific (excludes nutrition in home economics and dietetics)
0496	Pest management for crop protection

0500 Business and Management

0502	Accounting
0506	Business management and administration

0700 Computer and Information Sciences

0701	Computer and information sciences, general

0800 Education

0801	Education, general
0833	Mathematics education (methodology and theory)
0834	Science education (methodology and theory)
0839	Industrial arts, vocational, and technical education
0892	Agricultural education

---

[10] North Carolina State University at Raleigh is authorized to offer programs at the associate level through its Agricultural Institute. These programs are listed in the Appendix.

0900 Engineering

0901	Engineering, general
0902	Aerospace, aeronautical and astronautical engineering
0906	Chemical engineering (include petroleum refining)
0908	Civil, construction, and transportation engineering
0909	Electrical, electronics, and communications engineering
0910	Mechanical engineering
0913	Industrial and management engineering
0915	Materials engineering
0920	Nuclear engineering
0995	Textile materials and management
0996	Biological and agricultural engineering
0997	Furniture manufacturing and management

1100 Foreign Languages

1102	French
1105	Spanish

1200 Health Professions

1223	Medical laboratory technologies
1286	Pre-dental and pre-medical

1500 Letters

1501	English, general
1506	Speech, debate, and forensic science
1507	Creative writing
1509	Philosophy

1700 Mathematics

1701	Mathematics, general
1702	Statistics, mathematical and theoretical

1900 Physical Sciences

1902	Physics, general
1905	Chemistry, general
1913	Atmospheric sciences and meteorology
1914	Geology
1996	Textile chemistry

2000 Psychology

2001	Psychology, general

2100 Public Affairs and Services

2103	Parks and recreation management
2104	Social work and helping services (other than clinical social work)
2105	Law enforcement and corrections

2200 Social Sciences

2201	Social sciences, general
2204	Economics
2205	History
2207	Political science and government
2208	Sociology
2297	Rural sociology

4900 Interdisciplinary Studies

4902	Biological and physical sciences
4903	Humanities and social sciences

b. Master's Level

0100 Agriculture and Natural Resources

0101	Agriculture, general
0102	Agronomy (field crops and crop management)
0103	Soils science (management and conservation)
0104	Animal science (husbandry)
0106	Poultry science
0108	Horticulture (fruit and vegetable production)
0111	Agricultural economics
0113	Food science and technology
0114	Forestry
0116	Agriculture and forestry technologies

0200 Architecture and Environmental Design

0202	Architecture
0204	Landscape architecture
0205	Urban architecture
0298	Product design

0400 Biological Sciences

0402	Botany, general
0404	Plant pathology
0407	Zoology, general
0410	Physiology, human and animal
0411	Microbiology
0414	Biochemistry
0420	Ecology
0421	Entomology
0422	Genetics
0424	Nutrition, scientific (excludes nutrition in home economics and dietetics)
0426	Toxicology
0495	Biomathematics
0498	Wildlife biology

0500 Business and Management

0506	Business management and administration
0507	Operations research

0700 Computer and Information Sciences

0701	Computer and information sciences, general

0800 Education

0807	Adult and continuing education
0808	Special education, general
0826	Student personnel (counseling and guidance)
0829	Curriculum and instruction
0833	Mathematics education (methodology and theory)
0834	Science education (methodology and theory)
0839	Industrial arts, vocational, and technical education
0892	Agricultural education
0893	Educational administration and supervision

0900 Engineering

0901	Engineering, general
0906	Chemical engineering (include petroleum refining)
0908	Civil, construction, and transportation engineering
0909	Electrical, electronics, and communications engineering
0910	Mechanical engineering
0913	Industrial and management engineering
0915	Materials engineering
0920	Nuclear engineering
0995	Textile materials and management
0996	Biological and agricultural engineering

1500 Letters

1501	English, general

1700 Mathematics

1701	Mathematics, general
1702	Statistics, mathematical and theoretical
1703	Applied mathematics

1900 Physical Sciences

1902	Physics, general
1905	Chemistry, general
1996	Textile chemistry

2000 Psychology

2001	Psychology, general

2100 Public Affairs and Services

- 2102 Public administration
- 2103 Parks and recreation management

2200 Social Sciences

- 2204 Economics
- 2205 History
- 2207 Political science and government
- 2208 Sociology
- 2297 Rural sociology

4900 Interdisciplinary Studies

- 4902 Biological and physical sciences
- 4990 Marine, earth, and atmospheric sciences
- 4991 International development, technology for

c. Intermediate (Sixth-Year) Level

0800 Education

- 0808 Special education, general (C.A.S.)
- 0826 Student personnel (counseling and guidance) (C.A.S.)
- 0829 Curriculum and instruction (C.A.S.)
- 0833 Mathematics education (methodology and theory) (C.A.S.)
- 0834 Science education (methodology and theory) (C.A.S.)
- 0839 Industrial arts, vocational, and technical education (C.A.S.)
- 0892 Agricultural education (C.A.S.)
- 0893 Educational administration and supervision (C.A.S.)

1500 Letters

- 1501 English, general (C.A.S.)

2000 Psychology

- 2001 Psychology, general (C.A.S.)

d. First Professional Level

1200 Health Professions

- 1218 Veterinary medicine (D.V.M. degree)

e. Doctoral Level

0100 Agriculture and Natural Resources

- 0102 Agronomy (field crops and crop management)
- 0103 Soils science (management and conservation)

0100 Agriculture and Natural Resources (cont'd.)

0104	Animal science (husbandry)
0108	Horticulture (fruit and vegetable production)
0113	Food science and technology
0114	Forestry
0116	Agriculture and forestry technologies

0400 Biological Sciences

0402	Botany, general
0404	Plant pathology
0407	Zoology, general
0410	Physiology, human and animal
0411	Microbiology
0414	Biochemistry
0421	Entomology
0422	Genetics
0424	Nutrition, scientific (excludes nutrition in home economics and dietetics)
0426	Toxicology
0495	Biomathematics

0500 Business and Management

0507	Operations research

0800 Education

0807	Adult and continuing education
0826	Student personnel (counseling and guidance)
0829	Curriculum and instruction
0833	Mathematics education (methodology and theory)
0834	Science education (methodology and theory)
0839	Industrial arts, vocational, and technical education
0893	Educational administration and supervision

0900 Engineering

0906	Chemical engineering (include petroleum refining)
0908	Civil, construction, and transportation engineering
0909	Electrical, electronics, and communications engineering
0910	Mechanical engineering
0913	Industrial and management engineering
0915	Materials engineering
0920	Nuclear engineering
0921	Engineering mechanics
0996	Biological and agricultural engineering

1700 Mathematics

1701	Mathematics, general
1702	Statistics, mathematical and theoretical
1703	Applied mathematics

- 1900 Physical Sciences
    - 1902 Physics, general
    - 1905 Chemistry, general
    - 1997 Fiber and polymer science
- 2000 Psychology
    - 2001 Psychology, general
- 2200 Social Sciences
    - 2204 Economics
    - 2208 Sociology
- 4900 Interdisciplinary Studies
    - 4990 Marine, earth, and atmospheric sciences

3. Program Discontinuations

North Carolina State University at Raleigh is authorized to discontinue the following degree programs:

a. Baccalaureate Level

- 0400 Biological Sciences
    - 0498 Wildlife biology

b. Master's Level

- 1900 Physical Sciences
    - 1913 Atmospheric sciences and meteorology
    - 1914 Geology

4. Authorizations to Plan New Programs

No additional degree programs are now being planned.

5. Enrollments

Authorized and projected enrollment goals for the current planning period are as follows (in regular session full-time equivalent students). These projections will be reviewed annually.

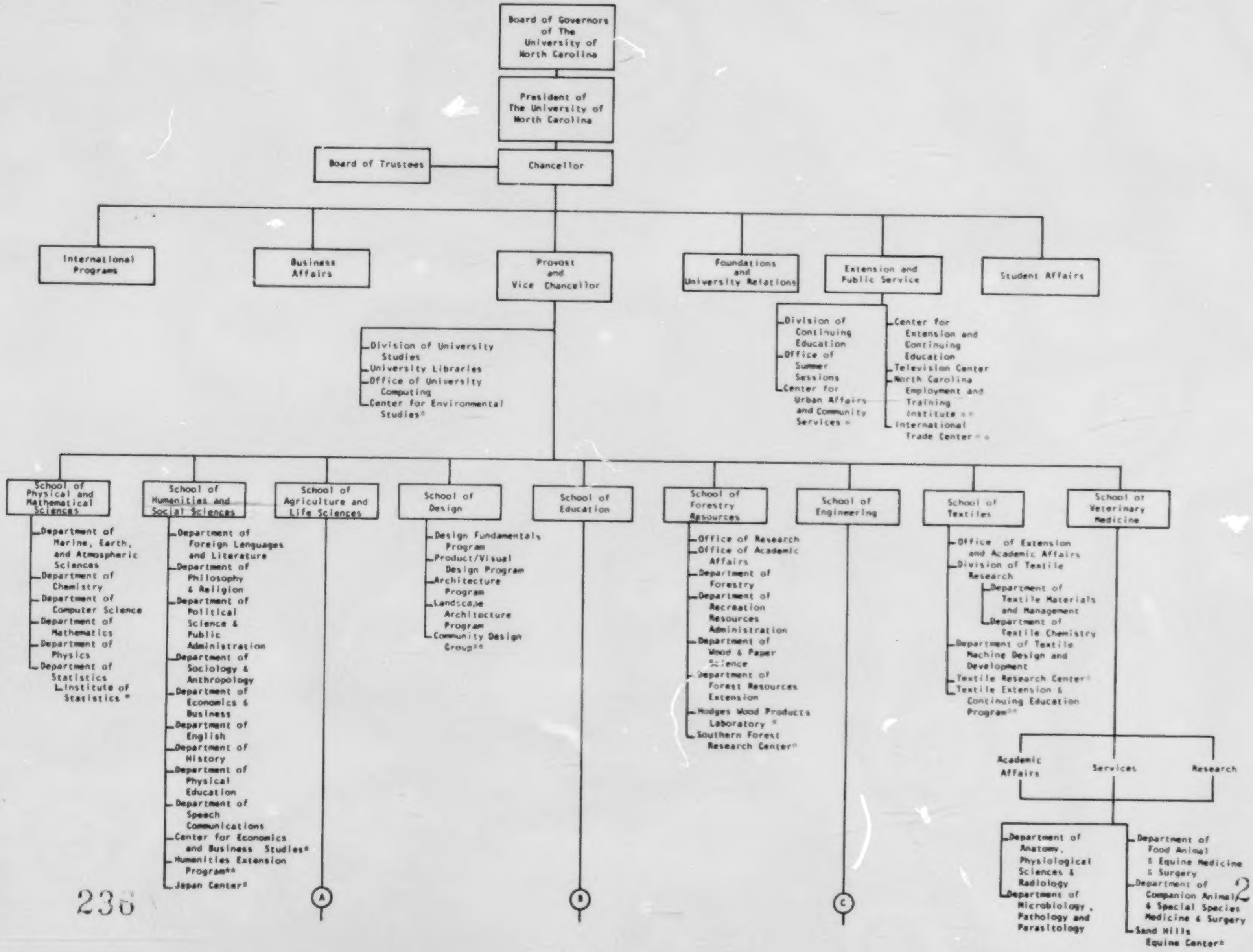
Enrollment	Actual	Estimated	Projected			
Categories	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Undergraduate	13,253	14,344	14,000	14,200	14,502	14,633
Graduate	2,447	2,206	2,665*	2,830*	2,970*	3,111*
Total	15,700	16,500	16,665	17,030	17,472	17,744

*Includes enrollment in School of Veterinary Medicine.

6. Organization

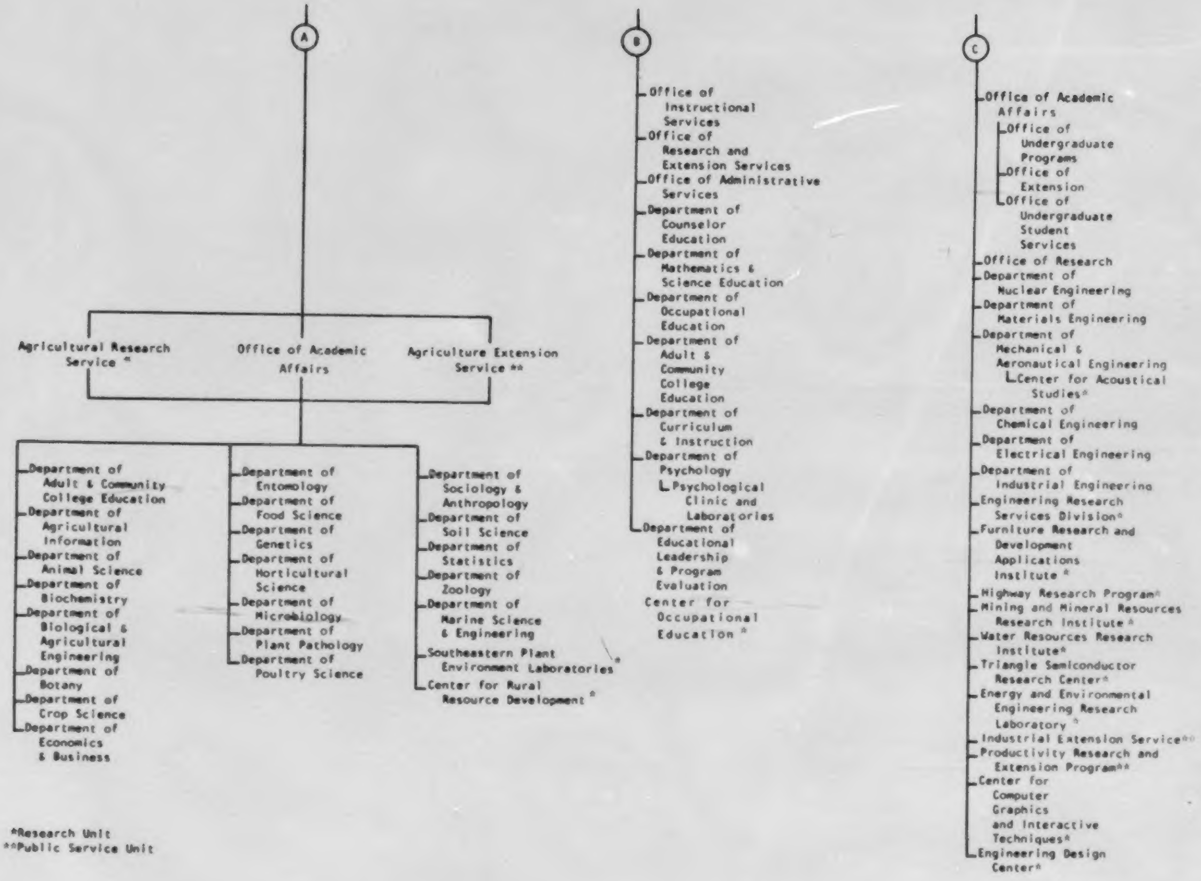
North Carolina State University at Raleigh is organized as shown in the chart which follows:

ORGANIZATION CHART OF NORTH CAROLINA STATE UNIVERSITY AT RALEIGH, 1980



Board of Governors of The University of North Carolina
President of The University of North Carolina
Board of Trustees
Chancellor
International Programs
Business Affairs
Provost and Vice Chancellor
Foundations and University Relations
Extension and Public Service
Student Affairs
Division of Continuing Education
Office of Summer Sessions
Center for Urban Affairs and Community Services*
Center for Extension and Continuing Education
Television Center
North Carolina Employment and Training Institute**
International Trade Center**
Division of University Studies
University Libraries
Office of University Computing
Center for Environmental Studies*
School of Physical and Mathematical Sciences
Department of Marine, Earth, and Atmospheric Sciences
Department of Chemistry
Department of Computer Science
Department of Mathematics
Department of Physics
Department of Statistics
Institute of Statistics*
School of Humanities and Social Sciences
Department of Foreign Languages and Literature
Department of Philosophy & Religion
Department of Political Science & Public Administration
Department of Sociology & Anthropology
Department of Economics & Business
Department of English
Department of History
Department of Physical Education
Department of Speech Communications
Center for Economics and Business Studies*
Humanities Extension Program**
Japan Center*
School of Agriculture and Life Sciences
A
School of Design
Design Fundamentals Program
Product/Visual Design Program
Architecture Program
Landscape Architecture Program
Community Design Group**
School of Education
B
School of Forestry Resources
Office of Research
Office of Academic Affairs
Department of Forestry
Department of Recreation Resources Administration
Department of Wood & Paper Science
Department of Forest Resources Extension
Hodges Wood Products Laboratory*
Southern Forest Research Center*
School of Engineering
C
School of Textiles
Office of Extension and Academic Affairs
Division of Textile Research
Department of Textile Materials and Management
Department of Textile Chemistry
Department of Textile Machine Design and Development
Textile Research Center*
Textile Extension & Continuing Education Program**
School of Veterinary Medicine
Academic Affairs
Services
Research
Department of Anatomy, Physiological Sciences & Radiology
Department of Microbiology, Pathology and Parasitology
Department of Food Animal & Equine Medicine & Surgery
Department of Companion Animal & Special Species Medicine & Surgery
Sand Hills Equine Center*

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH (cont'd.)


A
Agricultural Research Service *
Office of Academic Affairs
Agriculture Extension Service **
Department of Adult & Community College Education
Department of Agricultural Information
Department of Animal Science
Department of Biochemistry
Department of Biological & Agricultural Engineering
Department of Botany
Department of Crop Science
Department of Economics & Business
Department of Entomology
Department of Food Science
Department of Genetics
Department of Horticultural Science
Department of Microbiology
Department of Plant Pathology
Department of Poultry Science
Department of Sociology & Anthropology
Department of Soil Science
Department of Statistics
Department of Zoology
Department of Marine Science & Engineering
Southeastern Plant Environment Laboratories*
Center for Rural Resource Development *
B
Office of Instructional Services
Office of Research and Extension Services
Office of Administrative Services
Department of Counselor Education
Department of Mathematics & Science Education
Department of Occupational Education
Department of Adult & Community College Education
Department of Curriculum & Instruction
Department of Psychology
Psychological Clinic and Laboratories
Department of Educational Leadership & Program Evaluation
Center for Occupational Education *
C
Office of Academic Affairs
Office of Undergraduate Programs
Office of Extension
Office of Undergraduate Student Services
Office of Research
Department of Nuclear Engineering
Department of Materials Engineering
Department of Mechanical & Aeronautical Engineering
Center for Acoustical Studies*
Department of Chemical Engineering
Department of Electrical Engineering
Department of Industrial Engineering
Engineering Research Services Division*
Furniture Research and Development Applications Institute *
Highway Research Program*
Mining and Mineral Resources Research Institute *
Water Resources Research Institute*
Triangle Semiconductor Research Center*
Energy and Environmental Engineering Research Laboratory *
Industrial Extension Service**
Productivity Research and Extension Program**
Center for Computer Graphics and Interactive Techniques*
Engineering Design Center*

*Research Unit
**Public Service Unit

PEMBROKE STATE UNIVERSITY

1. General Statement of Educational Mission

Pembroke State University is a Comprehensive University II, offering degree programs at the baccalaureate level and two master's programs. No major change in institutional mission is contemplated during the present planning period (1980-1985). Emphasis will be placed on strengthening established programs, particularly the continuing development of the newly-established master's programs in education, which respond to an important need in strengthening public education in the Southeastern region.

2. Authorized Degree Programs

Pembroke State University is authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. Baccalaureate Level

- 0400 Biological Sciences
  - 0401 Biology, general
- 0500 Business and Management
  - 0506 Business management and administration
- 0800 Education
  - 0802 Elementary education, general
  - 0808 Special education, general
  - 0830 Reading education (methodology and theory)
  - 0831 Art education (methodology and theory)
  - 0832 Music education (methodology and theory)
  - 0838 Business, commerce, and distributive education
  - 0895 Health and physical education

1000 Fine and Applied Arts

1002 Art (painting, drawing, sculpture)
1005 Music (liberal arts program)

1200 Health Professions

1223 Medical laboratory technologies

1500 Letters

1501 English, general
1597 Philosophy and religion

1700 Mathematics

1701 Mathematics, general

1900 Physical Sciences

1905 Chemistry, general

2000 Psychology

2001 Psychology, general

2200 Social Sciences

2204 Economics
2205 History
2207 Political science and government
2208 Sociology

4900 Interdisciplinary Studies

4988 Applied science technologies

b. Master's Level

0800 Education

0802 Elementary education (general)
0893 Educational administration and supervision

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Programs

No additional degree programs are now being planned.

5. Enrollments

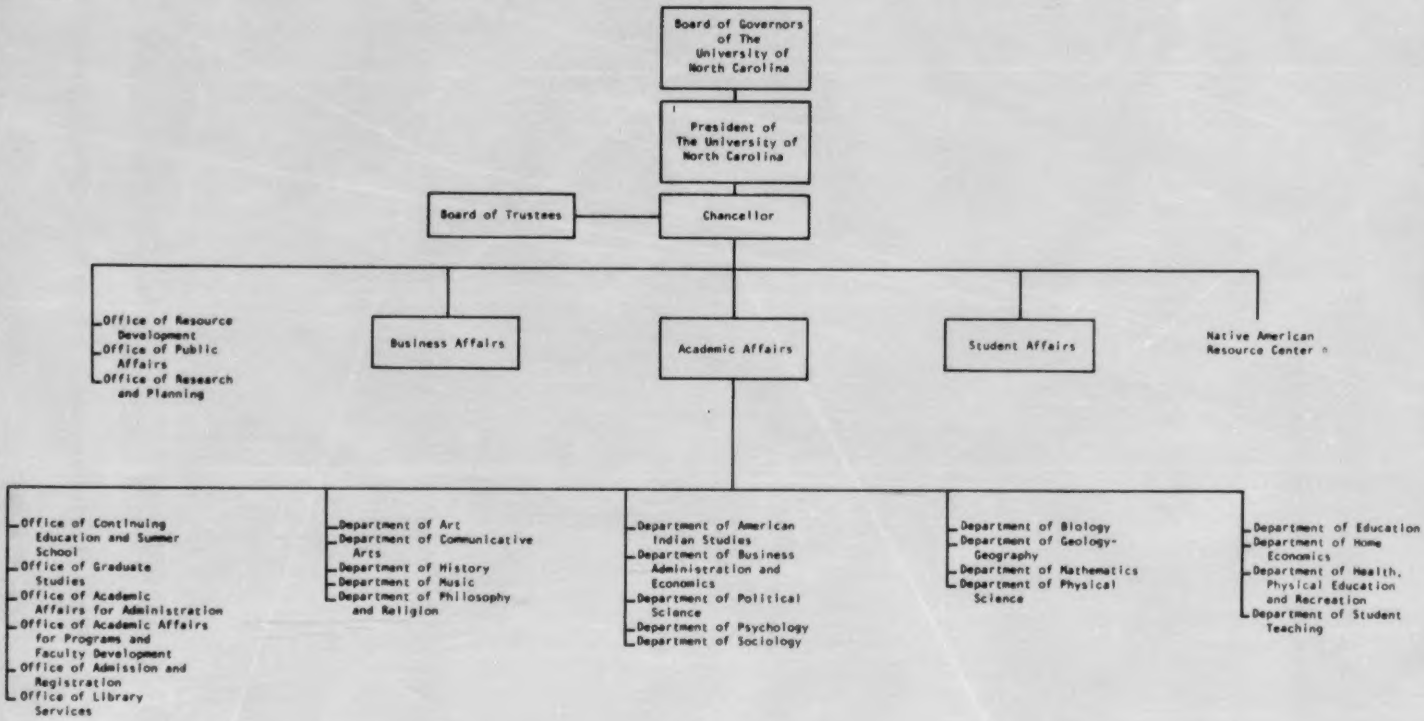
Authorized and projected enrollment goals for the current planning period are as follows (in regular session full-time equivalent students). These projections will be reviewed annually.

Enrollment Categories	Actual 1979-80	Estimated 1980-81	Projected 1981-82	1982-83	1983-84	1984-85
Undergraduate	1,847	1,865	1,860	1,860	1,874	1,882
Graduate	80	85	85	85	93	99
Total	1,927	1,950	1,945	1,945	1,967	1,981

6. Organization

Pembroke State University is organized as shown in the chart which follows:

ORGANIZATION CHART OF PEMBROKE STATE UNIVERSITY, 1980


Board of Governors of The University of North Carolina
President of The University of North Carolina
Board of Trustees
Chancellor
Office of Resource Development
Office of Public Affairs
Office of Research and Planning
Business Affairs
Academic Affairs
Student Affairs
Native American Resource Center *
Office of Continuing Education and Summer School
Office of Graduate Studies
Office of Academic Affairs for Administration
Office of Academic Affairs for Programs and Faculty Development
Office of Admission and Registration
Office of Library Services
Department of Art
Department of Communicative Arts
Department of History
Department of Music
Department of Philosophy and Religion
Department of American Indian Studies
Department of Business Administration and Economics
Department of Political Science
Department of Psychology
Department of Sociology
Department of Biology
Department of Geology-Geography
Department of Mathematics
Department of Physical Science
Department of Education
Department of Home Economics
Department of Health, Physical Education and Recreation
Department of Student Teaching

*Research Unit

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

1. General Statement of Educational Mission

The University of North Carolina at Asheville is a Comprehensive University II, offering degrees at the baccalaureate level. No basic change in its educational mission is contemplated during the present planning period (1980-1985). Diversification and broadening of its curriculum will continue, as indicated in the new program planning authorizations. The University of North Carolina at Asheville will continue with Western Carolina University the cooperative program on the campus of The University of North Carolina at Asheville, with the modifications in assigned responsibilities between the two institutions described earlier at pages 121-125. The Board believes that for the present this cooperative program is the most effective means of meeting the educational needs of the Asheville area, and that it is an arrangement mutually beneficial to the two institutions.

2. Authorized Degree Programs

The University of North Carolina at Asheville is authorized to offer programs of study leading to the baccalaureate degree in the discipline divisions and specialties set forth below:

- 0400 Biological Sciences
  - 0401 Biology, general
- 0500 Business and Management
  - 0506 Business administration and management
- 1000 Fine and Applied Arts
  - 1002 Art (painting, drawing, sculpture)
  - 1007 Dramatic arts

1100 Foreign Languages

- 1102 French
- 1103 German
- 1105 Spanish

1500 Letters

- 1502 Literature, English
- 1504 Classics
- 1509 Philosophy

1700 Mathematics

- 1701 Mathematics, general

1900 Physical Sciences

- 1902 Physics, general
- 1905 Chemistry, general
- 1913 Atmospheric sciences and meteorology

2000 Psychology

- 2001 Psychology, general

2200 Social Sciences

- 2201 Social sciences, general
- 2204 Economics
- 2205 History
- 2207 Political science and government
- 2208 Sociology

4900 Interdisciplinary Studies

- 4994 History and classics
- 4995 Literature and drama

3. Program Discontinuations

The University of North Carolina at Asheville is authorized to discontinue the following baccalaureate degree programs:

1500 Letters

- 1598 Literature and classics

2200 Social Sciences

- 2295 Behavioral analysis
- 2296 Behavioral analysis of historical epochs
- 2298 Political science and sociology

4. Authorizations to Plan New Programs

The University of North Carolina at Asheville is authorized to plan the following new degree programs at the baccalaureate level:

0500 Business and Management

- 0502 Accounting

0600 Communications

- 0601 Communications, general

0700 Computer and Information Sciences

- 0701 Computer and information sciences, general

4900 Interdisciplinary Studies

- 4902 Biological and physical sciences (environmental studies) (R)

5. Enrollments

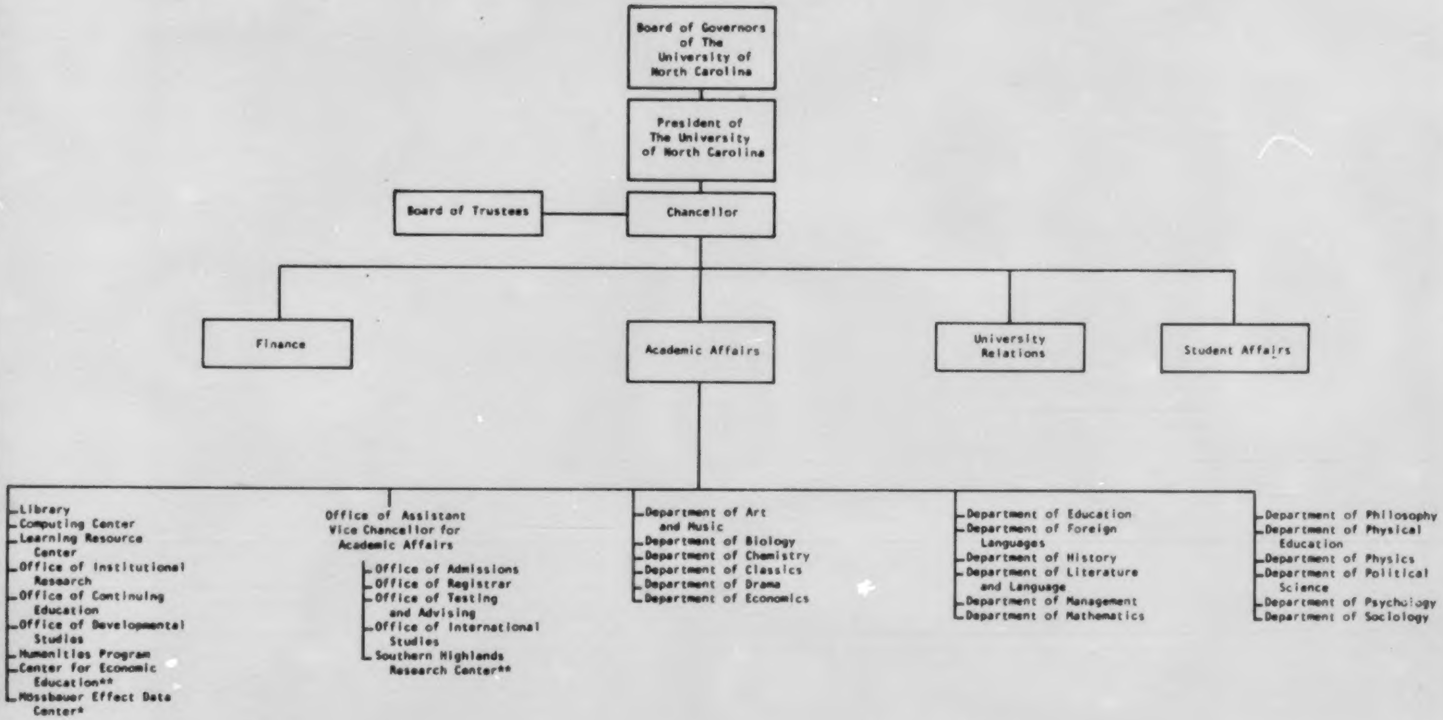
Authorized and projected enrollment goals for the current planning period are as follows (in regular session full-time equivalent students). These projections will be reviewed annually.

Enrollment Categories	Actual 1979-80	Estimated 1980-81	Projected 1981-82	1982-83	1983-84	1984-85
Total	1,332	1,415	1,435	1,485	1,550	1,600

6. Organization

The University of North Carolina at Asheville is organized as shown in the chart which follows:

ORGANIZATION CHART OF THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE, 1980


Board of Governors of The University of North Carolina
President of The University of North Carolina
Board of Trustees
Chancellor
Finance
Academic Affairs
University Relations
Student Affairs
Library
Computing Center
Learning Resource Center
Office of Institutional Research
Office of Continuing Education
Office of Developmental Studies
Humanities Program
Center for Economic Education**
Mössbauer Effect Data Center*
Office of Assistant Vice Chancellor for Academic Affairs
Office of Admissions
Office of Registrar
Office of Testing and Advising
Office of International Studies
Southern Highlands Research Center**
Department of Art and Music
Department of Biology
Department of Chemistry
Department of Classics
Department of Drama
Department of Economics
Department of Education
Department of Foreign Languages
Department of History
Department of Literature and Language
Department of Management
Department of Mathematics
Department of Philosophy
Department of Physical Education
Department of Physics
Department of Political Science
Department of Psychology
Department of Sociology

*Research Unit
**Public Service Unit

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

1. General Statement of Educational Mission

The University of North Carolina at Chapel Hill is a Research University I, offering programs at the baccalaureate, master's, intermediate, first professional, and doctoral levels. It occupies a unique place in higher education in North Carolina. It is the nation's oldest state university, and the strength of its graduate and professional programs have brought it national and international stature. In 1922 The University of North Carolina at Chapel Hill became a member of the Association of American Universities and is the only public institution in North Carolina belonging to this organization. Although it continues to experience increasing rates of application for admission to its undergraduate, graduate and professional programs, with the concurrence of the Board of Governors it has exercised careful control over its enrollment levels. In range of its programs at all levels and in the breadth of the specialized research and public service programs it maintains, it is the most comprehensive institution in the State. It has a major role now in the development of the Microelectronics Center of North Carolina. It is the Board's intent that the University at Chapel Hill continue to serve as the principal center of graduate education and research at the doctoral level (except in those scientific and technological areas that are assigned to North Carolina State University at Raleigh).

2. Authorized Award Programs

The University of North Carolina at Chapel Hill is authorized to offer programs of study leading to certificates and degrees at those levels and in those discipline divisions and specialties set forth below:[11]

a. Baccalaureate Level

- 0300 Area Studies
  - 0302 East Asian studies
  - 0305 African studies
  - 0307 Russian studies
  - 0308 Latin American studies
  - 0313 American studies
  - 0398 International studies
- 0400 Biological Sciences
  - 0401 Biology, general
  - 0402 Botany, general
  - 0407 Zoology, general
- 0500 Business and Management
  - 0506 Business management and administration
  - 0516 Labor and industrial relations
- 0600 Communications
  - 0602 Journalism (printed media)
  - 0603 Radio, television, and motion pictures
- 0800 Education
  - 0802 Elementary education, general
  - 0831 Art education (methodology and theory)
  - 0832 Music education (methodology and theory)
  - 0834 Science education (methodology and theory)
  - 0895 Health and physical education
- 1000 Fine and Applied Arts
  - 1002 Art (painting, drawing, sculpture)
  - 1003 Art history and appreciation
  - 1004 Music (performing, composition, theory)
  - 1005 Music (liberal arts program)
  - 1007 Dramatic arts

---

[11] A number of postsecondary certificate programs in health and allied health professions are offered in the medical center. These programs are listed in the Appendix.

1100 Foreign Languages

1102 French
1103 German
1104 Italian
1105 Spanish
1106 Russian
1109 Latin
1195 Portuguese

1200 Health Professions

1203 Nursing
1211 Pharmacy
1212 Physical therapy
1213 Dental hygiene
1214 Public health
1223 Medical laboratory technologies
1225 Radiologic technologies
1291 Special pre-professional, medicine
1292 Dental auxiliary teacher education
1297 Special pre-professional, dentistry

1400 Law

1498 Special pre-professional, law

1500 Letters

1501 English, general
1503 Comparative literature
1504 Classics
1505 Linguistics (includes phonetics, semantics, and philology)
1506 Speech, debate, and forensic science
1509 Philosophy
1510 Religious studies (exclude theological professions)

1700 Mathematics

1701 Mathematics, general
1798 Mathematical sciences

1900 Physical Sciences

1902 Physics, general
1905 Chemistry, general
1911 Astronomy
1914 Geology

2000 Psychology

2001 Psychology, general

2100 Public Affairs and Services

2103	Parks and recreation management
2105	Law enforcement and corrections

2200 Social Sciences

2201	Social sciences, general
2202	Anthropology
2204	Economics
2205	History
2206	Geography
2207	Political science and government
2208	Sociology
2211	Afro-American (black culture) studies
2214	Urban studies
2299	Public policy analysis

4900 Interdisciplinary Studies

4901	General liberal arts and sciences
4997	Peace, war and defense

b. Master's Level

0200 Architecture and Environmental Design

0206	City, community, and regional planning

0400 Biological Sciences

0402	Botany, general
0403	Bacteriology
0407	Zoology, general
0408	Pathology, human and animal
0409	Pharmacology, human and animal
0410	Physiology, human and animal
0412	Anatomy
0414	Biochemistry
0419	Biometrics and biostatistics
0420	Ecology
0422	Genetics
0424	Nutrition, scientific (excludes nutrition in home economics and dietetics)
0426	Toxicology
0497	Parasitology

0500 Business and Management

0506	Business management and administration
0507	Operations research

0600 Communications

0602	Journalism (printed media)
0603	Radio, television, and motion pictures

0700 Computer and Information Sciences

0701	Computer and information sciences, general

0800 Education

0802	Elementary education, general
0805	Higher education, general
0808	Special education, general
0822	Educational psychology (include learning theory)
0826	Student personnel (counseling and guidance)
0829	Curriculum and instruction
0830	Reading education (methodology and theory)
0831	Art education (methodology and theory)
0832	Music education (methodology and theory)
0834	Science education (methodology and theory)
0893	Educational administration and supervision
0895	Health and physical education
0897	Educational media

1000 Fine and Applied Arts

1002	Art (painting, drawing, sculpture)
1003	Art history and appreciation
1004	Music (performing, composition, theory)
1005	Music (liberal arts program)
1007	Dramatic arts

1100 Foreign Languages

1102	French
1103	German
1105	Spanish
1109	Latin
1196	Slavic languages (including Russian)
1197	Germanic languages
1198	Romance languages and literatures

1200 Health Professions

1203	Nursing
1205	Dental specialties
1208	Occupational therapy, basic
1211	Pharmacy
1212	Physical therapy
1220	Speech pathology and audiology
1281	Rehabilitation counseling
1287	Environmental sciences and engineering
1288	Health administration

1200 Health Professions (cont'd.)

1289	Health education
1290	Public health nursing
1292	Dental auxiliary teacher education
1293	Maternal and child health
1295	Epidemiology

1500 Letters

1501	English, general
1503	Comparative literature
1504	Classics
1505	Linguistics (include phonetics, semantics, and philology)
1506	Speech, debate, and forensic science
1509	Philosophy
1510	Religious studies (exclude theological professions)
1596	Folklore

1600 Library Science

1601	Library science, general

1700 Mathematics

1701	Mathematics, general
1702	Statistics, mathematical and theoretical

1900 Physical Sciences

1902	Physics, general
1905	Chemistry, general
1914	Geology

2000 Psychology

2001	Psychology, general
2097	School psychology

2100 Public Affairs and Services

2102	Public administration
2103	Parks and recreation management
2104	Social work and helping services (other than clinical social work)

2200 Social Sciences

2201	Social sciences, general
2202	Anthropology
2204	Economics
2205	History
2206	Geography
2207	Political science and government
2208	Sociology

4900 Interdisciplinary Studies

- 4987 Biomedical sciences and mathematics
- 4990 Marine sciences

c. Intermediate (Sixth-Year) Level

0800 Education

- 0808 Special education (C.A.S.)
- 0893 Educational administration and supervision (C.A.S.)

1000 Fine and Applied Arts

- 1007 Dramatic arts (L.D.A.)

1200 Health Professions

- 1211 Pharmacy, Pharm. D. degree

2100 Public Affairs and Services

- 2104 Social work, helping services (C.A.S.)

d. First Professional Level

1200 Health Professions

- 1204 Dentistry, D.D.S. degree
- 1206 Medicine, M.D. degree

1400 Law

- 1401 Law, general

e. Doctoral Level

0200 Architecture and Environmental Design

- 0206 City, community, and regional planning

0400 Biological Sciences

- 0402 Botany, general
- 0403 Bacteriology
- 0407 Zoology, general
- 0408 Pathology, human and animal
- 0409 Pharmacology, human and animal
- 0410 Physiology, human and animal
- 0412 Anatomy
- 0414 Biochemistry
- 0419 Biometrics and biostatistics
- 0420 Ecology
- 0422 Genetics

0400	Biological Sciences (cont'd.)	
	0424	Nutrition, scientific (excludes nutrition in home economics)
	0425	Neurosciences
	0426	Toxicology
	0497	Parasitology
0500	Business and Management	
	0506	Business management and administration
	0507	Operations research
0600	Communications	
	0698	Mass communications research
0700	Computer and Information Sciences	
	0701	Computer and information sciences, general
0800	Education	
	0805	Higher education, general
	0808	Special education, general
	0821	Social foundations (history and philosophy of education)
	0822	Educational psychology (include learning theory)
	0826	Student personnel (counseling and guidance)
	0829	Curriculum instruction
	0893	Educational administration and supervision
1000	Fine and Applied Arts	
	1003	Art history and appreciation
	1005	Music (liberal arts program)
1100	Foreign Languages	
	1196	Slavic languages (including Russian)
	1197	Germanic languages
	1198	Romance languages and literatures
1200	Health Professions	
	1211	Pharmacy
	1287	Environmental sciences and engineering
	1288	Health administration
	1289	Health education
	1293	Maternal and child health
	1295	Epidemiology

1500 Letters

- 1501 English, general
- 1503 Comparative literature
- 1504 Classics
- 1505 Linguistics (include phonetics, semantics, and philology)
- 1509 Philosophy

1600 Library Science

- 1601 Library science, general

1700 Mathematics

- 1701 Mathematics, general
- 1702 Statistics, mathematical and theoretical

1900 Physical Sciences

- 1901 Physics, general
- 1905 Chemistry, general
- 1914 Geology

2000 Psychology

- 2001 Psychology, general
- 2097 School psychology

2200 Social Sciences

- 2202 Anthropology
- 2204 Economics
- 2205 History
- 2206 Geography
- 2207 Political science and government
- 2208 Sociology

4900 Interdisciplinary Studies

- 4987 Biomedical sciences and mathematics
- 4990 Marine sciences

3. Program Discontinuations

a. Baccalaureate Level

0400 Biological Sciences

- 0403 Bacteriology

b. Master's Level

1200 Health Professions

1214 Public health, occupational health

1900 Physical Sciences

1901 Physical sciences, general

4. Authorizations to Plan New Programs

The University of North Carolina at Chapel Hill is authorized to plan the following new degree programs:

a. Master's Level

0500 Business and Management

0502 Accounting

b. Doctoral Level

1200 Health Professions

1220 Speech pathology and audiology (R)

5. Enrollments

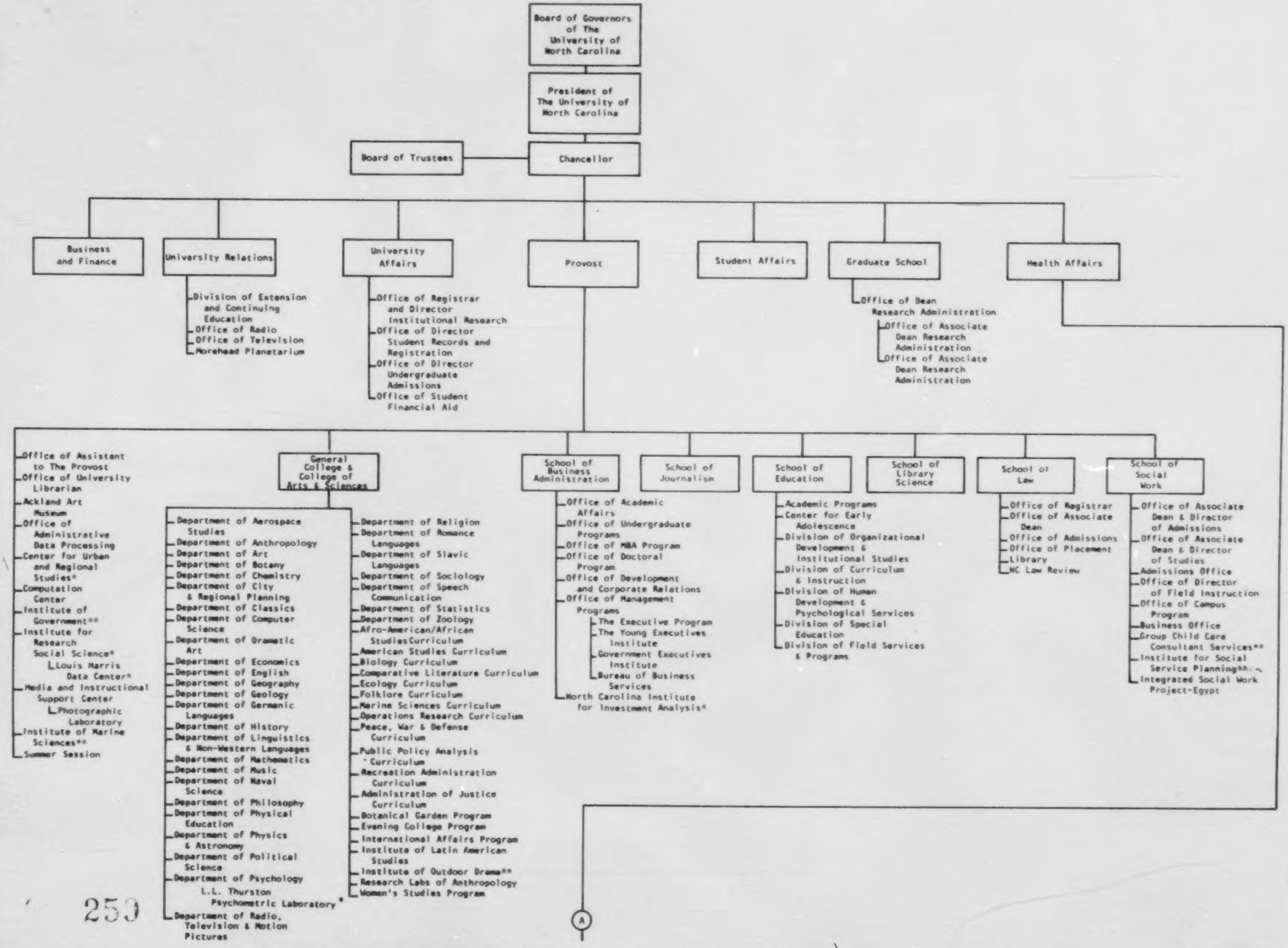
Authorized and projected enrollment goals for the current planning period are as follows (in regular session full-time equivalent students). These projections will be reviewed annually.

Enrollment Categories	Actual	Estimated	Projected			
	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Academic Affairs						
Undergraduate	12,635	12,830	12,830	12,860	12,875	12,889
Graduate	3,084	3,120	3,100	3,120	3,188	3,253
Total	15,719	15,950	15,930	15,980	16,063	16,142
Health Affairs						
Undergraduate	1,259	1,251	1,298	1,312	1,282	1,289
Graduate	3,035	3,179	3,122	3,163	3,223	3,267
Total	4,294	4,430	4,420	4,475	4,505	4,556
Grand Total	20,013	20,380	20,350	20,455	20,568	20,698

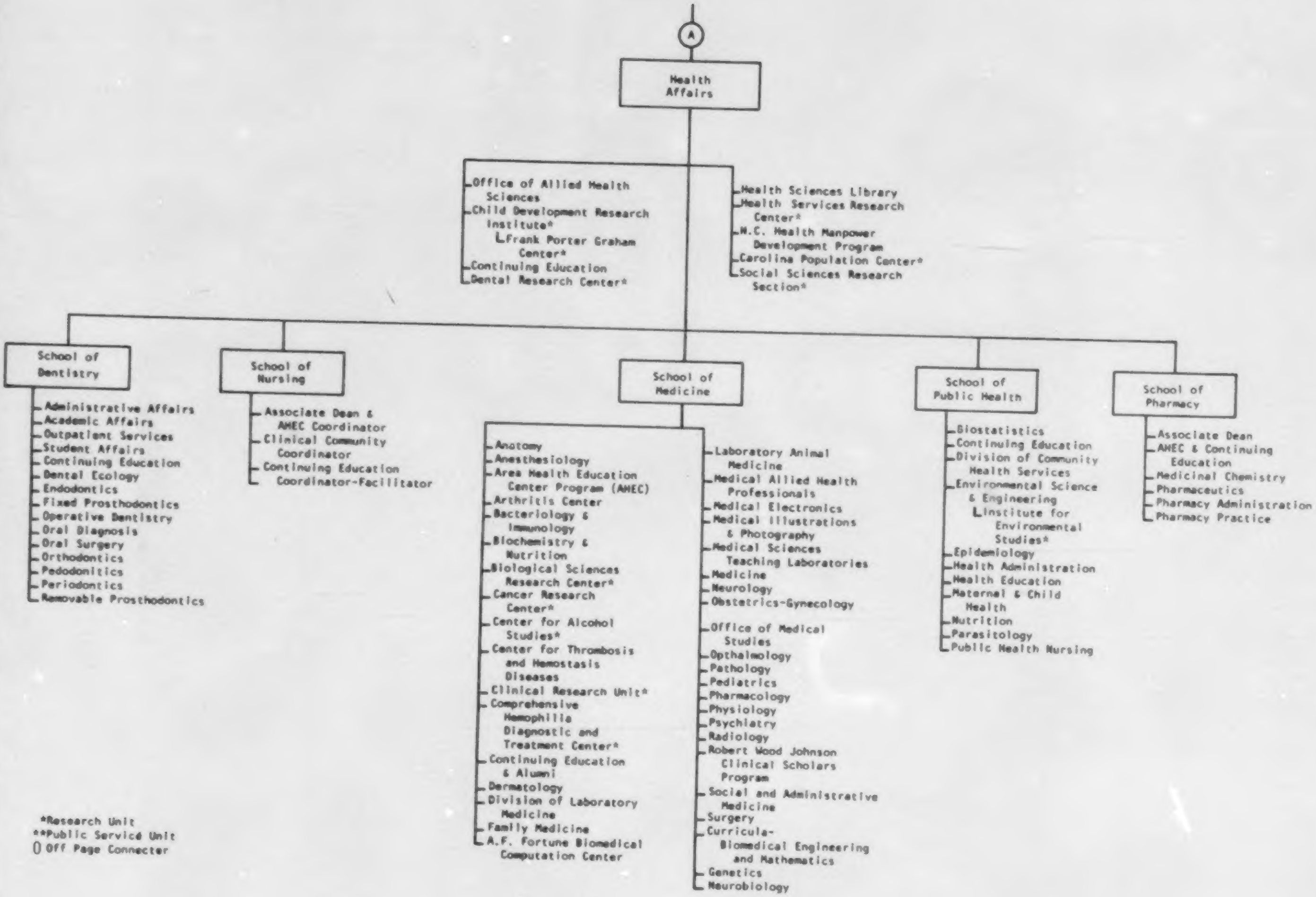
6. Organization

The University of North Carolina at Chapel Hill is organized as shown in the chart which follows:

ORGANIZATION CHART OF THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, 1980


Board of Governors of The University of North Carolina
President of The University of North Carolina
Board of Trustees
Chancellor
Business and Finance
University Relations
Division of Extension and Continuing Education
Office of Radio
Office of Television
Morehead Planetarium
University Affairs
Office of Registrar and Director Institutional Research
Office of Director Student Records and Registration
Office of Director Undergraduate Admissions
Office of Student Financial Aid
Provost
Student Affairs
Graduate School
Office of Dean Research Administration
Office of Associate Dean Research Administration
Office of Associate Dean Research Administration
Health Affairs
Office of Assistant to The Provost
Office of University Librarian
Ackland Art Museum
Office of Administrative Data Processing
Center for Urban and Regional Studies*
Computation Center
Institute of Government**
Institute for Research Social Science*
Louis Harris Data Center*
Media and Instructional Support Center
Photographic Laboratory
Institute of Marine Sciences**
Summer Session
General College & College of Arts & Sciences
Department of Aerospace Studies
Department of Anthropology
Department of Art
Department of Botany
Department of Chemistry
Department of City & Regional Planning
Department of Classics
Department of Computer Science
Department of Dramatic Art
Department of Economics
Department of English
Department of Geography
Department of Geology
Department of Germanic Languages
Department of History
Department of Linguistics & Non-Western Languages
Department of Mathematics
Department of Music
Department of Naval Science
Department of Philosophy
Department of Physical Education
Department of Physics & Astronomy
Department of Political Science
Department of Psychology
L.L. Thurston Psychometric Laboratory*
Department of Radio, Television & Motion Pictures
Department of Religion
Department of Romance Languages
Department of Slavic Languages
Department of Sociology
Department of Speech Communication
Department of Statistics
Department of Zoology
Afro-American/African Studies Curriculum
American Studies Curriculum
Biology Curriculum
Comparative Literature Curriculum
Ecology Curriculum
Folklore Curriculum
Marine Sciences Curriculum
Operations Research Curriculum
Peace, War & Defense Curriculum
Public Policy Analysis Curriculum
Recreation Administration Curriculum
Administration of Justice Curriculum
Botanical Garden Program
Evening College Program
International Affairs Program
Institute of Latin American Studies
Institute of Outdoor Drama**
Research Labs of Anthropology
Women's Studies Program
School of Business Administration
Office of Academic Affairs
Office of Undergraduate Programs
Office of MBA Program
Office of Doctoral Program
Office of Development and Corporate Relations
Office of Management Programs
The Executive Program
The Young Executives Institute
Government Executives Institute
Bureau of Business Services
North Carolina Institute for Investment Analysis*
School of Journalism
School of Education
Academic Programs
Center for Early Adolescence
Division of Organizational Development & Institutional Studies
Division of Curriculum & Instruction
Division of Human Development & Psychological Services
Division of Special Education
Division of Field Services & Programs
School of Library Science
School of Law
Office of Registrar
Office of Associate Dean
Office of Admissions
Office of Placement
Library
NC Law Review
School of Social Work
Office of Associate Dean & Director of Admissions
Office of Associate Dean & Director of Studies
Admissions Office
Office of Director of Field Instruction
Office of Campus Program
Business Office
Group Child Care Consultant Services**
Institute for Social Service Planning**
Integrated Social Work Project-Egypt
A

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL (cont'd.)


A
Health Affairs
Office of Allied Health Sciences
Child Development Research Institute*
Frank Porter Graham Center*
Continuing Education
Dental Research Center*
Health Sciences Library
Health Services Research Center*
N.C. Health Manpower Development Program
Carolina Population Center*
Social Sciences Research Section*
School of Dentistry
Administrative Affairs
Academic Affairs
Outpatient Services
Student Affairs
Continuing Education
Dental Ecology
Endodontics
Fixed Prosthodontics
Operative Dentistry
Oral Diagnosis
Oral Surgery
Orthodontics
Pedodontics
Periodontics
Removable Prosthodontics
School of Nursing
Associate Dean & AHEC Coordinator
Clinical Community Coordinator
Continuing Education Coordinator-Facilitator
School of Medicine
Anatomy
Anesthesiology
Area Health Education Center Program (AHEC)
Arthritis Center
Bacteriology & Immunology
Biochemistry & Nutrition
Biological Sciences Research Center*
Cancer Research Center*
Center for Alcohol Studies*
Center for Thrombosis and Hemostasis Diseases
Clinical Research Unit*
Comprehensive Hemophilia Diagnostic and Treatment Center*
Continuing Education & Alumni
Dermatology
Division of Laboratory Medicine
Family Medicine
A.F. Fortune Biomedical Computation Center
Laboratory Animal Medicine
Medical Allied Health Professionals
Medical Electronics
Medical Illustrations & Photography
Medical Sciences Teaching Laboratories
Medicine
Neurology
Obstetrics-Gynecology
Office of Medical Studies
Opthalmology
Pathology
Pediatrics
Pharmacology
Physiology
Psychiatry
Radiology
Robert Wood Johnson Clinical Scholars Program
Social and Administrative Medicine
Surgery
Curricula-Biomedical Engineering and Mathematics
Genetics
Neurobiology
School of Public Health
Biostatistics
Continuing Education
Division of Community Health Services
Environmental Science & Engineering
Institute for Environmental Studies*
Epidemiology
Health Administration
Health Education
Maternal & Child Health
Nutrition
Parasitology
Public Health Nursing
School of Pharmacy
Associate Dean
AHEC & Continuing Education
Medicinal Chemistry
Pharmaceutics
Pharmacy Administration
Pharmacy Practice

*Research Unit
**Public Service Unit
○ Off Page Connecter

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

1. General Statement of Educational Mission

The University of North Carolina at Charlotte is a Comprehensive University I, offering programs at the baccalaureate, master's, and intermediate levels. No major change in institutional mission is contemplated during the present planning period (1980-1985). The institution has experienced rapid growth in recent years, and during that time has added new degree programs and strengthened its research and public service programs. It is a participant in the Microelectronics Center of North Carolina, and this participation will lead to further improvements in its programs in engineering and in related disciplines. Located in the largest metropolitan region of the State, The University of North Carolina at Charlotte will emphasize its distinctive responsibilities as an urban university and will give special priority in its graduate and professional programs to serving that urban region.

2. Authorized Degree Programs

The University of North Carolina at Charlotte is authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. Baccalaureate Level

0200 Architecture and Environmental Design

  0202 Architecture

0400 Biological Sciences

  0401 Biology, general

0500 Business and Management

- 0502 Accounting
- 0506 Business management and administration

0800 Education

- 0802 Elementary education, general[12]
- 0831 Art education (methodology and theory)
- 0832 Music education (methodology and theory)
- 0834 Science education (methodology and theory)

0900 Engineering

- 0925 Engineering technologies
- 0993 Engineering analysis and design
- 0994 Urban and environmental engineering
- 0998 Engineering science, mechanics and materials

1000 Fine and Applied Arts

- 1002 Art (painting, drawing, sculpture)
- 1004 Music (performing, composition, theory)
- 1007 Dramatic arts
- 1008 Dance

1100 Foreign Languages

- 1102 French
- 1103 German
- 1105 Spanish

1200 Health Professions

- 1203 Nursing
- 1223 Medical laboratory technologies

1500 Letters

- 1501 English, general
- 1507 Creative writing
- 1509 Philosophy
- 1510 Religious studies (exclude theological professions)

1700 Mathematics

- 1701 Mathematics, general

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[12] The University of North Carolina at Charlotte does not grant a baccalaureate degree in elementary education but does offer preparation for teachers in elementary education who are candidates for degrees in human development and learning.

1900 Physical Sciences

1902 Physics, general
1905 Chemistry, general
1917 Earth sciences, general

2000 Psychology

2001 Psychology, general

2100 Public Affairs and Services

2105 Law enforcement and corrections
2198 Human services, general

2200 Social Sciences

2201 Social sciences, general
2202 Anthropology
2204 Economics
2205 History
2206 Geography
2207 Political science and government
2208 Sociology
2211 Afro-American (black culture) studies

b. Master's Level

0400 Biological Sciences

0401 Biology, general

0500 Business and Management

0506 Business management and administration

0800 Education

0802 Elementary education, general
0808 Special education
0826 Student personnel (counseling and guidance)
0827 Educational administration
0829 Curriculum and instruction

0900 Engineering

0901 Engineering, general

1500 Letters

1501 English, general

1700 Mathematics

- 1701 Mathematics, general

1900 Physical Sciences

- 1905 Chemistry, general

2100 Public Affairs and Services

- 2102 Public administration
- 2105 Law enforcement and corrections

2200 Social Sciences

- 2205 History
- 2206 Geography

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Programs

The University of North Carolina at Charlotte is authorized to plan the following new degree programs:

Master's Level

0200 Architecture and Environmental Design

- 0202 Architecture
- 0206 City, community, and regional planning (R)

0700 Computer and Information Sciences

- 0701 Computer and information sciences, general (R)

0800 Education

- 0830 Reading education (methodology and theory) (R)

1000 Fine and Applied Arts

- 1004 Music (performing, composition, theory) (R)

1200 Health Professions

- 1203 Nursing (R)

2000 Psychology

2001 Psychology, general (R)

5. Enrollments

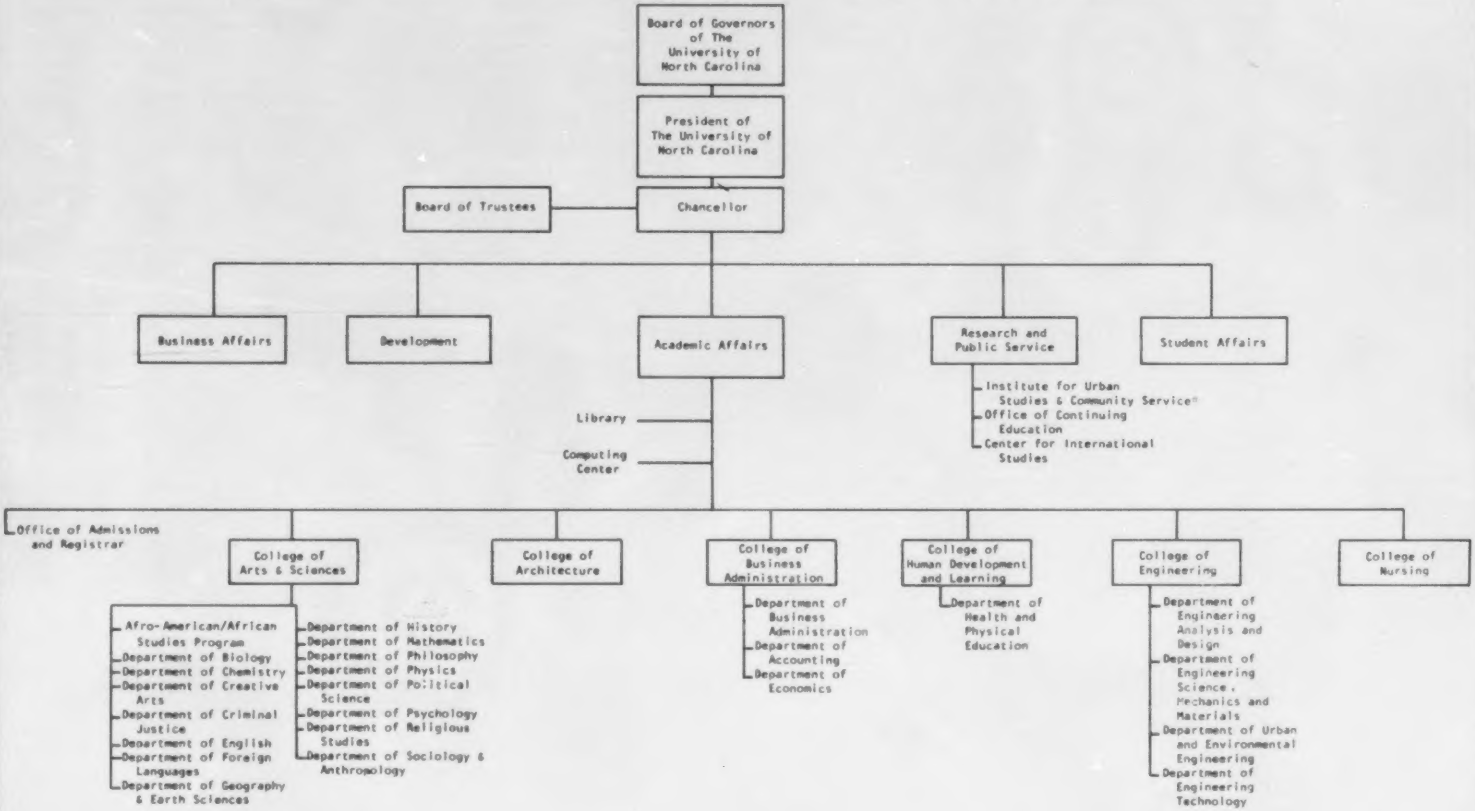
Authorized and projected enrollment goals for the current planning period are as follows (in regular session full-time equivalent students). These projections will be reviewed annually.

Enrollment Categories	Actual 1979-80	Estimated 1980-81	Projected 1981-82	1982-83	1983-84	1984-85
Undergraduate	6,531	6,895	7,000	7,340	7,440	7,502
Graduate	728	745	775	810	888	976
Total	7,259	7,640	7,775	8,150	8,328	8,478

6. Organization

The University of North Carolina at Charlotte is organized as shown in the chart which follows:

ORGANIZATION CHART OF THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE, 1980


Board of Governors of The University of North Carolina
President of The University of North Carolina
Board of Trustees
Chancellor
Business Affairs
Development
Academic Affairs
Research and Public Service
Student Affairs
Institute for Urban Studies & Community Service*
Office of Continuing Education
Center for International Studies
Library
Computing Center
Office of Admissions and Registrar
College of Arts & Sciences
College of Architecture
College of Business Administration
College of Human Development and Learning
College of Engineering
College of Nursing
Afro-American/African Studies Program
Department of Biology
Department of Chemistry
Department of Creative Arts
Department of Criminal Justice
Department of English
Department of Foreign Languages
Department of Geography & Earth Sciences
Department of History
Department of Mathematics
Department of Philosophy
Department of Physics
Department of Political Science
Department of Psychology
Department of Religious Studies
Department of Sociology & Anthropology
Department of Business Administration
Department of Accounting
Department of Economics
Department of Health and Physical Education
Department of Engineering Analysis and Design
Department of Engineering Science, Mechanics and Materials
Department of Urban and Environmental Engineering
Department of Engineering Technology

*Research Unit

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

1. General Statement of Educational Mission

The University of North Carolina at Greensboro is a Doctorate-Granting University II, offering degree programs at the baccalaureate, master's, intermediate, and doctoral levels. The institution has substantially broadened its curriculum in recent years, offering doctoral programs in four discipline divisions, including the only doctoral programs in North Carolina in home economics. No major change in institutional mission is contemplated during the present planning period (1980-1985). A number of new degree programs are authorized for planning, all at the graduate level, and efforts to improve established programs and research and public service programs will continue to receive emphasis.

2. Authorized Degree Programs

The University of North Carolina at Greensboro is authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. Baccalaureate Level

0300 Area Studies

- 0308 Latin American studies

0400 Biological Sciences

- 0401 Biology, general

0500 Business and Management

- 0502 Accounting
- 0506 Business management and administration
- 0509 Marketing and purchasing
- 0514 Secretarial studies

0800 Education

0802	Elementary education, general
0812	Education of the deaf
0831	Art education (methodology and theory)
0832	Music education (methodology and theory)
0834	Science education (methodology and theory)
0835	Physical education
0837	Health education (include family life education)
0838	Business, commerce, and distributive education

1000 Fine and Applied Arts

1002	Art (painting, drawing, sculpture)
1003	Art history and appreciation
1004	Music (performing, composition, theory)
1006	Music history and appreciation (musicology)
1007	Dramatic arts
1008	Dance

1100 Foreign Languages

1102	French
1103	German
1105	Spanish
1109	Latin
1110	Greek, classical

1200 Health Professions

1203	Nursing
1220	Speech pathology and audiology
1223	Medical laboratory technologies

1300 Home Economics

1301	Home economics, general
1302	Home decoration and home equipment
1303	Clothing and textiles
1305	Family relations and child development
1306	Foods and nutrition (include dietetics)

1500 Letters

1501	English, general
1506	Speech, debate, and forensic science
1509	Philosophy
1510	Religious studies (exclude theological professions)

1700 Mathematics

1701	Mathematics, general

1900 Physical Sciences

- 1902 Physics, general
- 1905 Chemistry, general
- 1917 Earth sciences, general

2000 Psychology

- 2001 Psychology, general

2100 Public Affairs and Services

- 2103 Parks and recreation management
- 2104 Social work and helping services (other than clinical social work)

2200 Social Sciences

- 2202 Anthropology
- 2204 Economics
- 2205 History
- 2206 Geography
- 2207 Political science and government
- 2208 Sociology

4900 Interdisciplinary Studies

- 4989 Interdepartmental studies

b. Master's Level

0400 Biological Sciences

- 0401 Biology, general

0500 Business and Management

- 0506 Business management and administration

0800 Education

- 0802 Elementary education, general
- 0808 Special education
- 0812 Education of the deaf
- 0825 Educational testing, evaluation and measurement
- 0826 Student personnel (counseling and guidance)
- 0827 Educational administration
- 0828 Educational supervision
- 0831 Art education (methodology and theory)
- 0832 Music education (methodology and theory)
- 0834 Science education (methodology and theory)
- 0835 Physical education
- 0837 Health education (include family life education)
- 0838 Business, commerce, and distributive education

- 1000 Fine and Applied Arts
    - 1002 Art (painting, drawing, sculpture)
    - 1004 Music (performing, composition, theory)
    - 1007 Dramatic arts
    - 1008 Dance
- 1100 Foreign Languages
    - 1102 French
    - 1105 Spanish
- 1200 Health Professions
    - 1203 Nursing
    - 1220 Speech pathology and audiology
- 1300 Home Economics
    - 1301 Home economics, general
    - 1303 Clothing and textiles
    - 1304 Consumer economics and home management
    - 1305 Family relations and child development
    - 1306 Foods and nutrition (include dietetics)
- 1500 Letters
    - 1501 English, general
    - 1506 Speech, debate, and forensic science
    - 1507 Creative writing
- 1600 Library Science
    - 1601 Library science, general
- 1700 Mathematics
    - 1701 Mathematics, general
- 1900 Physical Sciences
    - 1902 Physics, general
    - 1905 Chemistry, general
- 2000 Psychology
    - 2001 Psychology, general
    - 2097 School psychology
- 2200 Social Sciences
    - 2201 Social sciences, general
    - 2204 Economics
    - 2205 History

2200 Social Sciences (cont'd.)

- 2207 Political science and government
- 2208 Sociology

c. Intermediate (Sixth-Year) Level

0800 Education

- 0802 Elementary education (C.A.S.)
- 0826 Student personnel (counseling and guidance) (Ed.S.)
- 0827 Educational administration (Ed.S.)
- 0828 Educational supervision (C.A.S.)
- 0832 Music education (C.A.S.)

1300 Home Economics

- 1301 Home economics, general (C.A.S.)

2000 Psychology

- 2097 School psychology (C.A.S.)

d. Doctoral Level

0800 Education

- 0826 Student personnel (counseling and guidance)
- 0827 Educational administration
- 0829 Curriculum and instruction
- 0832 Music education (methodology and theory)
- 0835 Physical education

1300 Home Economics

- 1301 Home economics, general
- 1303 Clothing and textiles
- 1304 Consumer economics and home management
- 1305 Family relations and child development
- 1306 Foods and nutrition (include dietetics)

1500 Letters

- 1501 English, general

2000 Psychology

- 2001 Psychology, general

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Programs

The University of North Carolina at Greensboro is authorized to plan the following new degree programs:

a. Master's Level

0500 Business and Management

0502 Accounting (R)

1200 Health Professions

1223 Medical laboratory technologies (R)

1300 Home Economics

1302 Home decoration, interior design

1500 Letters

1509 Philosophy (R)

4900 Interdisciplinary Studies

4999 Liberal studies (R)

b. Doctoral Level

1000 Fine and Applied Arts

1004 Music (performing, composition, and theory) (R)

5. Enrollments

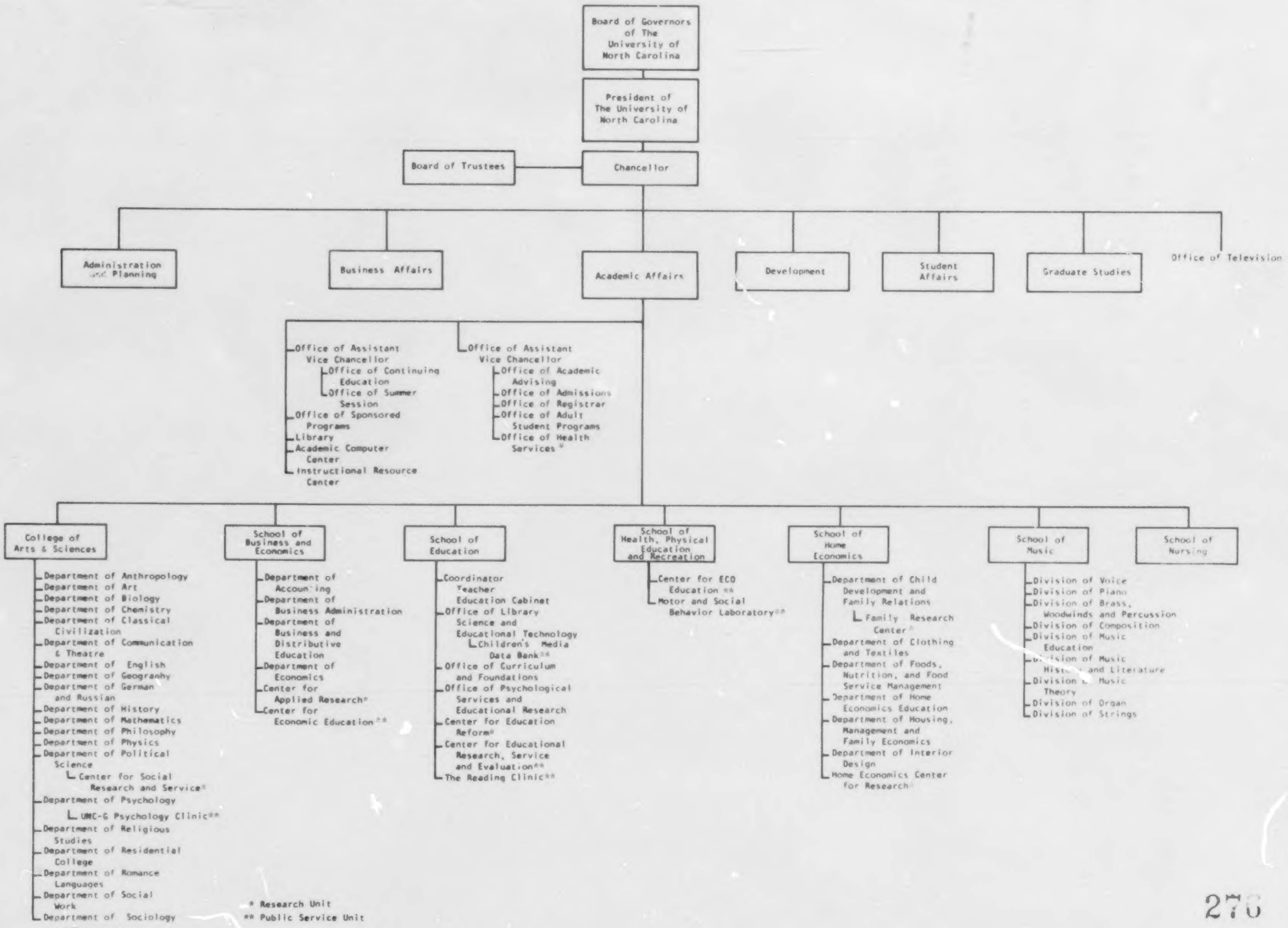
Authorized and projected enrollment goals for the current planning period are as follows (in regular session full-time equivalent students). These projections will be reviewed annually.

Enrollment Categories	Actual 1979-80	Estimated 1980-81	Projected			
			1981-82	1982-83	1983-84	1984-85
Undergraduate	6,532	6,540	6,565	6,615	6,619	6,625
Graduate	1,715	1,870	1,835	1,885	1,930	1,973
Total	8,103	8,410	8,400	8,500	8,549	8,598

6. Organization

The University of North Carolina at Greensboro is organized as shown in the chart which follows:

ORGANIZATION CHART OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO, 1980


Board of Governors of The University of North Carolina
President of The University of North Carolina
Board of Trustees
Chancellor
Administration and Planning
Business Affairs
Academic Affairs
Development
Student Affairs
Graduate Studies
Office of Television
Office of Assistant Vice Chancellor
Office of Continuing Education
Office of Summer Session
Office of Sponsored Programs
Library
Academic Computer Center
Instructional Resource Center
Office of Assistant Vice Chancellor
Office of Academic Advising
Office of Admissions
Office of Registrar
Office of Adult Student Programs
Office of Health Services*
College of Arts & Sciences
Department of Anthropology
Department of Art
Department of Biology
Department of Chemistry
Department of Classical Civilization
Department of Communication & Theatre
Department of English
Department of Geography
Department of German and Russian
Department of History
Department of Mathematics
Department of Philosophy
Department of Physics
Department of Political Science
Center for Social Research and Service*
Department of Psychology
UNC-G Psychology Clinic**
Department of Religious Studies
Department of Residential College
Department of Romance Languages
Department of Social Work
Department of Sociology
School of Business and Economics
Department of Accounting
Department of Business Administration
Department of Business and Distributive Education
Department of Economics
Center for Applied Research*
Center for Economic Education**
School of Education
Coordinator Teacher Education Cabinet
Office of Library Science and Educational Technology
Children's Media Data Bank**
Office of Curriculum and Foundations
Office of Psychological Services and Educational Research
Center for Education Reform*
Center for Educational Research, Service and Evaluation**
The Reading Clinic**
School of Health, Physical Education and Recreation
Center for ECO Education **
Motor and Social Behavior Laboratory**
School of Home Economics
Department of Child Development and Family Relations
Family Research Center*
Department of Clothing and Textiles
Department of Foods, Nutrition, and Food Service Management
Department of Home Economics Education
Department of Housing, Management and Family Economics
Department of Interior Design
Home Economics Center for Research*
School of Music
Division of Voice
Division of Piano
Division of Brass, Woodwinds and Percussion
Division of Composition
Division of Music Education
Division of Music History and Literature
Division of Music Theory
Division of Organ
Division of Strings
School of Nursing
* Research Unit
** Public Service Unit

THE UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

1. General Statement of Educational Mission

The University of North Carolina at Wilmington is a Comprehensive University II. The institution has experienced rapid growth in recent years. Beginning in 1977, it was authorized to establish programs in education and marine biology at the master's level, and planning is authorized for additional master's programs in business and management and in education. It is the objective of the Board of Governors that The University of North Carolina at Wilmington move toward becoming a Comprehensive University I during the present planning period (1980-1985). The development of additional needed master's-level programs and related activities will focus on service to the region of the State in which the institution is located, and it will be supported by continuing efforts to strengthen undergraduate programs.

2. Authorized Degree Programs

The University of North Carolina at Wilmington is authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:[13]

a. Baccalaureate Level

0400 Biological Sciences

- 0401 Biology, general
- 0418 Marine biology

0500 Business and Management

- 0502 Accounting

---

[13] The institution also offers an associate degree program in nursing. The future status of this program is addressed in the revision of the long-range plan for nursing education now in preparation.

- 0500 Business and Management (cont'd.)
  - 0506 Business management and administration
  - 0509 Marketing and purchasing
  - 0517 Business economics
- 0700 Computer and Information Sciences
  - 0701 Computer and information sciences, general
- 0800 Education
  - 0802 Elementary education, general
  - 0808 Special education, general
  - 0895 Health and physical education
- 1000 Fine and Applied Arts
  - 1001 Fine arts, general
- 1100 Foreign Languages
  - 1102 French
  - 1105 Spanish
- 1200 Health Professions
  - 1223 Medical laboratory technologies
- 1500 Letters
  - 1501 English, general
  - 1506 Speech, debate, and forensic science
  - 1597 Philosophy and religion
- 1700 Mathematics
  - 1701 Mathematics, general
- 1900 Physical Sciences
  - 1902 Physics, general
  - 1905 Chemistry, general
  - 1914 Geology
  - 1917 Earth sciences, general
- 2000 Psychology
  - 2001 Psychology, general
- 2100 Public Affairs and Services
  - 2103 Parks and recreation management

2200 Social Sciences

- 2201 Social sciences, general
- 2205 History
- 2206 Geography
- 2207 Political science and government
- 2208 Sociology

4900 Interdisciplinary Studies

- 4996 Environmental studies

b. Master's Level

0400 Biological Sciences

- 0418 Marine biology

0800 Education

- 0802 Elementary education, general
- 0893 Educational administration and supervision

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Programs

The University of North Carolina at Wilmington is authorized to plan the following new degree programs:

a. Baccalaureate Level

2200 Social Sciences

- 2202 Anthropology

b. Master's Level

0500 Business and Management

- 0506 Business management and administration (R)

0800 Education

- 0808 Special education
- 0830 Reading education

5. Enrollments

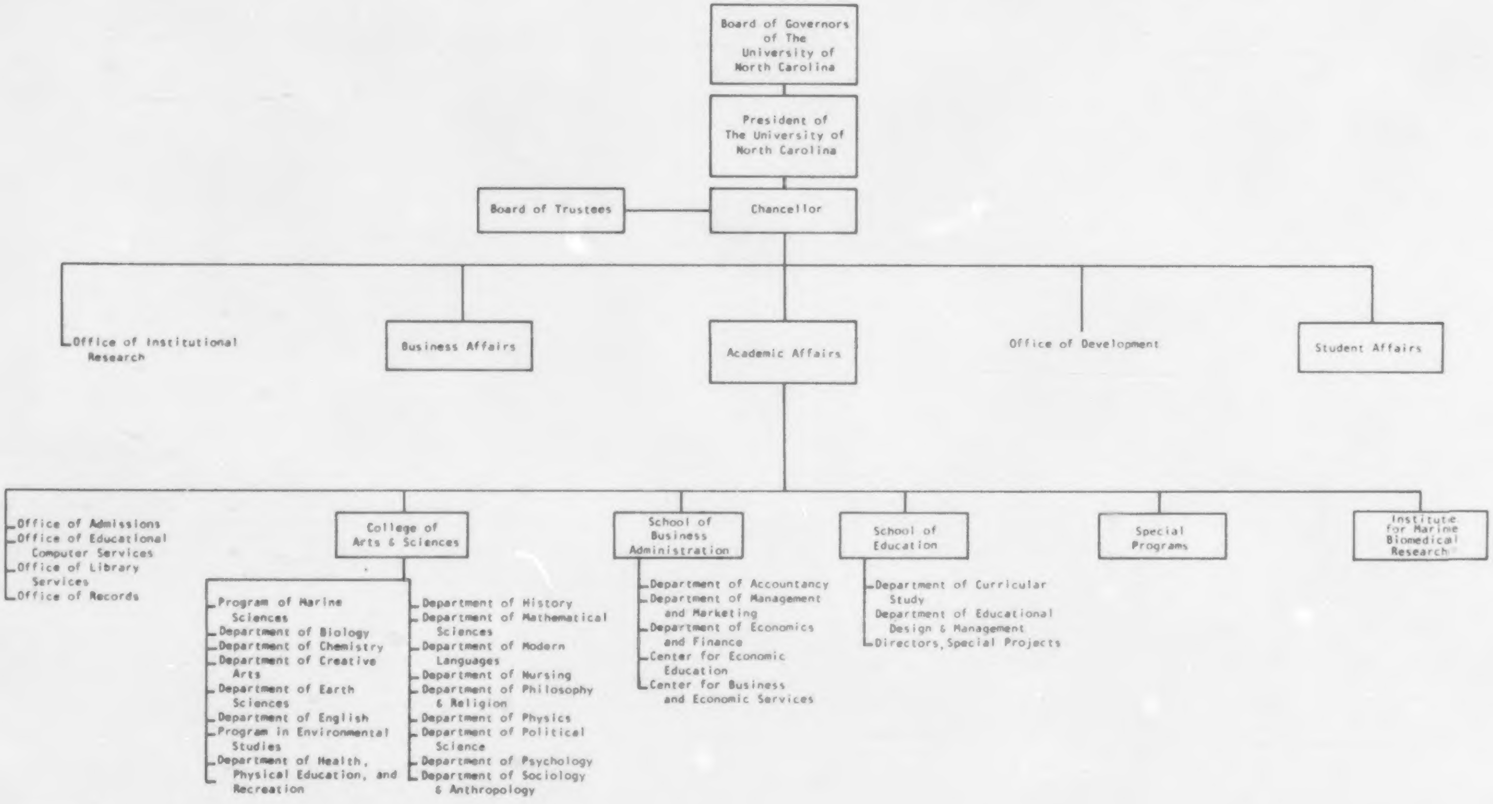
Authorized and projected enrollment goals for the current planning period are as follows (in regular session full-time equivalent students). These projections will be reviewed annually.

Enrollment Categories	Actual 1979-80	Estimated 1980-81	Projected 1981-82	1982-83	1983-84	1984-85
Undergraduate	3,605	3,940	4,080	4,308	4,343	4,434
Graduate	65	70	100	142	168	197
Total	3,670	4,010	4,180	4,450	4,511	4,631

6. Organization

The University of North Carolina at Wilmington is organized as shown in the chart which follows:

ORGANIZATION CHART OF THE UNIVERSITY OF NORTH CAROLINA AT WILMINGTON, 1980


Board of Governors of The University of North Carolina
President of The University of North Carolina
Board of Trustees
Chancellor
Office of Institutional Research
Business Affairs
Academic Affairs
Office of Development
Student Affairs
Office of Admissions
Office of Educational Computer Services
Office of Library Services
Office of Records
College of Arts & Sciences
Program of Marine Sciences
Department of Biology
Department of Chemistry
Department of Creative Arts
Department of Earth Sciences
Department of English
Program in Environmental Studies
Department of Health, Physical Education, and Recreation
Department of History
Department of Mathematical Sciences
Department of Modern Languages
Department of Nursing
Department of Philosophy & Religion
Department of Physics
Department of Political Science
Department of Psychology
Department of Sociology & Anthropology
School of Business Administration
Department of Accountancy
Department of Management and Marketing
Department of Economics and Finance
Center for Economic Education
Center for Business and Economic Services
School of Education
Department of Curricular Study
Department of Educational Design & Management
Directors, Special Projects
Special Programs
Institute for Marine Biomedical Research

*Research Unit

WESTERN CAROLINA UNIVERSITY

1. General Statement of Educational Mission

Western Carolina University is a Comprehensive University I, offering programs at the baccalaureate, master's, and intermediate levels. No major change in institutional mission is contemplated during the present planning period (1980-1985). Western Carolina University has significantly broadened its curriculum and its public service programs in recent years. It will continue to have responsibility for offering programs at the Cherokee High School, where it has established an educational center. It will continue to have responsibility also for offering master's level courses and programs, and for some undergraduate programs, under the co-operative program in Asheville with The University of North Carolina at Asheville, consistent with the functions assigned to the two institutions as described earlier at pages 121-125.

2. Authorized Degree Programs

Western Carolina University is authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. Baccalaureate Level

0400 Biological Sciences

- 0401 Biology, general

0500 Business and Management

- 0502 Accounting
- 0504 Banking and finance
- 0506 Business management and administration
- 0509 Marketing and purchasing
- 0514 Secretarial studies

0500 Business and Management (cont'd.)

0517	Business economics
0598	Business law

0700 Computer and Information Sciences

0701	Computer and information sciences, general

0800 Education

0802	Elementary education, general
0808	Special education, general
0815	Speech correction
0830	Reading education (methodology and theory)
0831	Art education (methodology and theory)
0832	Music education (methodology and theory)
0834	Science education (methodology and theory)
0835	Physical education
0837	Health education (include family life education)
0838	Business, commerce, and distributive education
0839	Industrial arts, vocational, and technical education
0897	Educational media

1000 Fine and Applied Arts

1002	Art
1005	Music (liberal arts program)
1007	Dramatic arts

1100 Foreign Languages

1102	French
1103	German
1105	Spanish

1200 Health Professions

1203	Nursing
1215	Medical record librarianship
1223	Medical laboratory technologies
1298	Environmental health

1300 Home Economics

1301	Home economics, general

1500 Letters

1501	English, general

1700 Mathematics

1701	Mathematics, general

1900 Physical Sciences

1901	Physical sciences, general
1902	Physics, general
1905	Chemistry, general
1914	Geology
1917	Earth sciences, general

2000 Psychology

2001	Psychology, general

2100 Public Affairs and Services

2103	Parks and recreation management
2104	Social work and helping services (other than clinical social work)
2105	Law enforcement and corrections

2200 Social Sciences

2201	Social sciences, general
2202	Anthropology
2204	Economics
2205	History
2206	Geography
2207	Political science and government
2208	Sociology

4900 Interdisciplinary Studies

4998	Special studies

b. Master's Level

0400 Biological Sciences

0401	Biology, general

0500 Business and Management

0506	Business management and administration

0800 Education

0802	Elementary education, general
0806	Junior and community college education
0808	Special education, general
0815	Speech correction
0826	Student personnel (counseling and guidance)
0827	Educational administration
0828	Educational supervision
0829	Curriculum and instruction

0800 Education (cont'd.)

- 0830 Reading education (methodology and theory)
- 0831 Art education (methodology and theory)
- 0832 Music education (methodology and theory)
- 0835 Physical education
- 0838 Business, commerce, and distributive education
- 0839 Industrial arts, vocational, and technical education
- 0897 Educational media

1000 Fine and Applied Arts

- 1002 Art (painting, drawing, and sculpture)

1300 Home Economics

- 1301 Home economics, general

1500 Letters

- 1501 English, general

1700 Mathematics

- 1701 Mathematics, general

1900 Physical Sciences

- 1901 Physical sciences, general
- 1905 Chemistry, general

2000 Psychology

- 2001 Psychology, general
- 2003 Clinical psychology
- 2097 School psychology

2100 Public Affairs and Services

- 2102 Public administration

2200 Social Sciences

- 2201 Social sciences, general
- 2205 History
- 2206 Geography

c. Intermediate (Sixth-Year) Level

0800 Education

- 0802 Elementary education, general (Ed.S.)
- 0826 Student personnel
- 0827 Educational administration (Ed.S.)

0800 Education (cont'd.)

- 0828 Educational supervision (Ed.S.)
- 0829 Curriculum and instruction (Ed.S.)

2000 Psychology

- 2097 School psychology (C.A.S.)

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Programs

Western Carolina University is authorized to plan the following new degree programs:

a. Baccalaureate Level

1200 Health Professions

- 1285 Health services management (R)

4900 Interdisciplinary Studies

- 4996 Environmental studies (R)

b. Master's Level

1000 Fine and Applied Arts

- 1005 Music (liberal arts program)

1100 Foreign Languages

- 1102 French (R)
- 1103 German (R)
- 1105 Spanish (R)

5. Enrollments

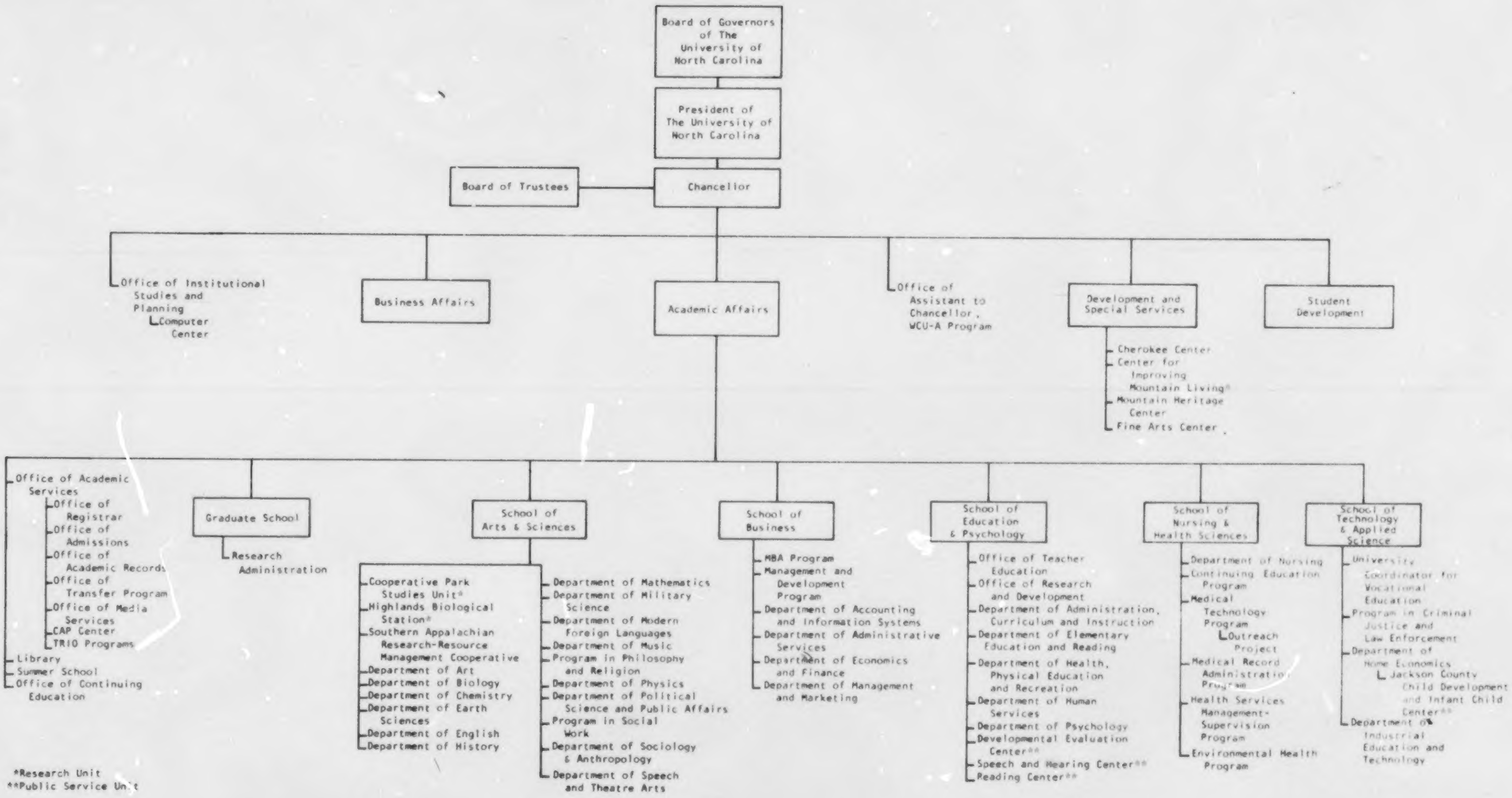
Authorized and projected enrollment goals for the current planning period are as follows (in regular session full-time equivalent students). These projections will be reviewed annually.

Enrollment Categories	Actual 1979-80	Estimated 1980-81	Projected 1981-82	1982-83	1983-84	1984-85
Undergraduate	4,743	4,857	4,896	4,940	4,975	4,994
Graduate	593	623	624	630	635	642
Total	5,336	5,480	5,520	5,570	5,610	5,636

6. Organization

Western Carolina University is organized as shown in the chart which follows:

ORGANIZATION CHART OF WESTERN CAROLINA UNIVERSITY, 1980


Board of Governors of The University of North Carolina
President of The University of North Carolina
Board of Trustees
Chancellor
Office of Institutional Studies and Planning
Computer Center
Business Affairs
Academic Affairs
Office of Assistant to Chancellor, WCU-A Program
Development and Special Services
Cherokee Center
Center for Improving Mountain Living*
Mountain Heritage Center
Fine Arts Center
Student Development
Office of Academic Services
Office of Registrar
Office of Admissions
Office of Academic Records
Office of Transfer Program
Office of Media Services
CAP Center
TRIO Programs
Library
Summer School
Office of Continuing Education
Graduate School
Research Administration
School of Arts & Sciences
Cooperative Park Studies Unit*
Highlands Biological Station*
Southern Appalachian Research-Resource Management Cooperative
Department of Art
Department of Biology
Department of Chemistry
Department of Earth Sciences
Department of English
Department of History
Department of Mathematics
Department of Military Science
Department of Modern Foreign Languages
Department of Music
Program in Philosophy and Religion
Department of Physics
Department of Political Science and Public Affairs
Program in Social Work
Department of Sociology & Anthropology
Department of Speech and Theatre Arts
School of Business
MBA Program
Management and Development Program
Department of Accounting and Information Systems
Department of Administrative Services
Department of Economics and Finance
Department of Management and Marketing
School of Education & Psychology
Office of Teacher Education
Office of Research and Development
Department of Administration, Curriculum and Instruction
Department of Elementary Education and Reading
Department of Health, Physical Education and Recreation
Department of Human Services
Department of Psychology
Developmental Evaluation Center**
Speech and Hearing Center**
Reading Center**
School of Nursing & Health Sciences
Department of Nursing
Continuing Education Program
Medical Technology Program
Outreach Project
Medical Record Administration Program
Health Services Management-Supervision Program
Environmental Health Program
School of Technology & Applied Science
University Coordinator for Vocational Education
Program in Criminal Justice and Law Enforcement
Department of Home Economics
Jackson County Child Development and Infant Child Center**
Department of Industrial Education and Technology
*Research Unit
**Public Service Unit

WINSTON-SALEM STATE UNIVERSITY

1. General Statement of Educational Mission

Winston-Salem State University is a Comprehensive University II, offering degree programs at the baccalaureate level. No major change in institutional mission is contemplated during the present planning period (1980-1985). Efforts to diversify and strengthen its undergraduate programs will continue. In support of that objective, six new degree programs are authorized for planning. Additionally, the Board anticipates the completion early in 1981 of the special planning study of the establishment in Winston-Salem of a University Graduate Center, with cooperative arrangements among Winston-Salem State University, North Carolina Agricultural and Technical State University, The University of North Carolina at Greensboro, and possibly other institutions.

2. Authorized Degree Programs

Winston-Salem State University is authorized to offer programs of study leading to the baccalaureate degree in those discipline divisions and specialties set forth below:

0400	Biological Sciences	
	0401	Biology, general
0500	Business and Management	
	0506	Business management and administration
	0514	Secretarial studies
0700	Computer and Information Sciences	
	0701	Computer and information sciences
0800	Education	
	0802	Elementary education, general
	0808	Special education, general

- 0800 Education (cont'd.)
    - 0832 Music education (methodology and theory)
    - 0838 Business, commerce, and distributive education
    - 0895 Health and physical education
- 1000 Fine and Applied Arts
    - 1002 Art (painting, drawing, sculpture)
- 1200 Health Professions
    - 1203 Nursing
    - 1223 Medical laboratory technologies
- 1500 Letters
    - 1501 English, general
- 1700 Mathematics
    - 1701 Mathematics, general
- 2000 Psychology
    - 2001 Psychology, general
- 2200 Social Sciences
    - 2205 History
    - 2207 Political science and government
    - 2208 Sociology
    - 2214 Urban studies
- 4900 Interdisciplinary Studies
    - 4998 Special studies

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Programs

Winston-Salem State University is authorized to plan the following new degree programs at the baccalaureate level:

0500 Business and Management

0502 Accounting (R)

0600 Communications

0601 Communications, general

1100 Foreign Languages

1105 Spanish

1200 Health Professions

Recreation therapy (R)

1900 Physical Sciences

1905 Chemistry, general

2200 Social Sciences

2204 Economics (R)

5. Enrollments

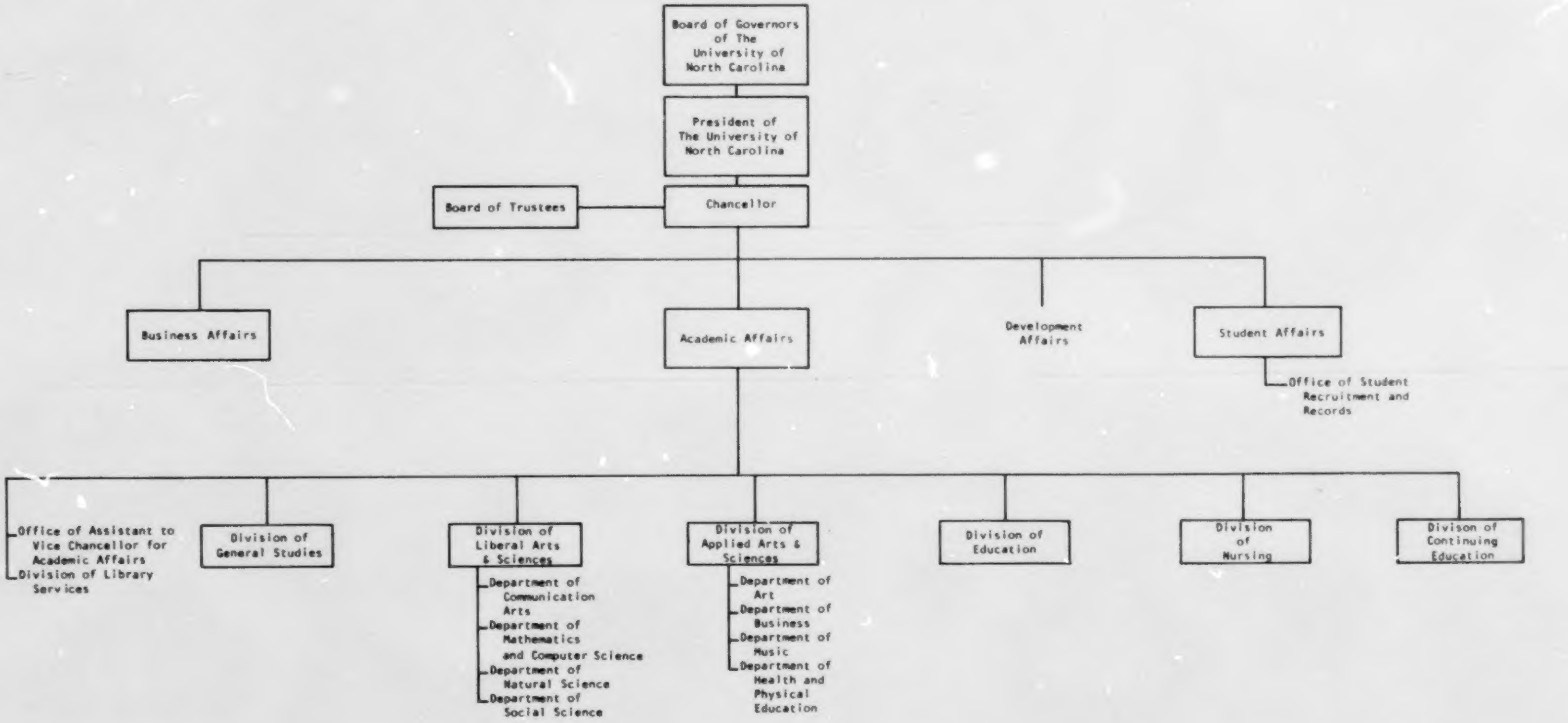
Authorized and projected enrollment goals for the current planning period are as follows (in regular session full-time equivalent students). These projections will be reviewed annually.

Enrollment Categories	Actual 1979-80	Estimated 1980-81	Projected 1981-82	1982-83	1983-84	1984-85
Total	1,997	2,030	2,050	2,070	2,114	2,147

6. Organization

Winston-Salem State University is organized as shown in the chart which follows:

ORGANIZATION CHART OF WINSTON-SALEM STATE UNIVERSITY, 1980


Board of Governors of The University of North Carolina
President of The University of North Carolina
Board of Trustees
Chancellor
Business Affairs
Academic Affairs
Development Affairs
Student Affairs
Office of Student Recruitment and Records
Office of Assistant to Vice Chancellor for Academic Affairs
Division of Library Services
Division of General Studies
Division of Liberal Arts & Sciences
Department of Communication Arts
Department of Mathematics and Computer Science
Department of Natural Science
Department of Social Science
Division of Applied Arts & Sciences
Department of Art
Department of Business
Department of Music
Department of Health and Physical Education
Division of Education
Division of Nursing
Divison of Continuing Education

CHAPTER FIVE

STUDENT SERVICES AND STUDENT FINANCIAL SUPPORT

A. Student Services

1. Definition of Student Services

Student services are activities conducted by the constituent institutions to support and complement the academic program and to expand the total growth of students by contributing to their cultural, social, intellectual, physical, and emotional development.

2. Responsibility for the Determination and Conduct of Student Services

The policy of the Board of Governors is that the type, level, and extent of student services at each constituent institution are better determined by the institution. The Board delegated this authority to the Chancellors and Boards of Trustees of the constituent institutions in 1972, and no part of those delegations has since been rescinded. The President of The University maintains contact with students of the constituent institutions through the Advisory Council of Student Government Presidents. This organization, established under Section 501C(7) of The University Code, serves the President in an advisory capacity similar to that of the Faculty Assembly. Further, through the office of the Vice President for Student Services and Special Programs, the President provides support, coordination of effort, and assistance in areas of common concern and need to the Chancellors and the student services officers at all of the institutions.

3. Description of Student Services

Approximately 30 student services are provided by the constituent institutions. These services are diverse in nature and vary from campus to campus. The variations in services among the campuses relate to the institutional mission, educational philosophy, size, location, resources, and to the student body characteristics of each institution as perceived by the institutional leadership in each instance. Further, the administrative arrangements for some of these services vary considerably among the 16 institutions.

The following student services are provided in varying degrees by the constituent institutions: admissions, registration and records, counseling and testing, career planning and placement, financial aid, new student orientation, health and medical services, housing, food services, international student advising and programming, social and cultural programming, student government and student organization advising, and coordination of the judicial system. Other services include intramural athletics and recreational activities, operation of the student union or university center, residential living-learning programs, religious activities, community service and volunteer programs, leadership-development activities, internships, study skills and academic support services, and research about student needs. In addition, special services are offered to specific groups of students, such as commuter students, physically handicapped students, minority students, and veterans.

4. Administrative Organization

The chief student affairs officer at each institution administers, in accordance with policies established by the Board of

Trustees and the Chancellor, most of the services, programs, and activities listed in the previous section. The most frequent position title for these individuals is Vice Chancellor for Student Affairs, which is the title used at 12 of the institutions. Other titles include Vice Chancellor for Student Development at two institutions, Vice Chancellor for Student Life at one institution, and Dean of Student Services at one institution.

In addition to professional and support staff members, each student affairs division employs a number of students in part-time positions, such as resident advisors in the residence halls, orientation counselors, and intramural sports team coordinators.

5. Financing

Student services are financed by appropriated funds, revenues from auxiliary enterprises, and student fees. Areas such as admissions, registration and records, counseling and testing, career planning and placement, and coordination of new student orientation are primarily funded by State appropriations.

Auxiliary enterprises are self-supporting services which generate enough revenues to fund their operating budgets. University housing and food services are examples of auxiliary enterprises.

Finally, student fees provide the operating budgets for areas such as student governments, student unions, and student health services.

B. Student Financial Support

1. Description of Student Financial Aid

Financial aid for students in the 16 constituent institutions is available in the form of grants, loans, scholarships, and funds for student employment. Funds are provided by the State, by private sources (such as foundations or special gifts), by the institution, and by the federal government. Federal programs constitute the largest single source of funding for student financial aid. The Board of Governors has delegated to each constituent institution responsibility for administering scholarships and other student financial support programs which are limited in their application to, or are supported from sources generated by a single campus. This delegation, however, is made subject to any general policies which may be prescribed by the Board of Governors.

The substantial responsibility for student counseling on financial aid, as well as significant administrative costs and obligations, is carried by the student financial aid offices of the institutions primarily at State expense.

Table 5-1 summarizes for 1978-79 the number of recipients of aid funds in The University and the dollar amounts of aid by these various categories. The table also includes only those programs of aid administered through or reported through student financial aid offices on the campuses. Scholarships and grants made by private foundations directly to students and income from off-campus employment are not included.

Table 5-1

FINANCIAL AID TO STUDENTS IN THE UNIVERSITY OF NORTH CAROLINA, 1978-79

Type of Aid	Total Number of Recipients	Dollar Amount
1. Grants	35,970	$ 49,839,266
2. Loans	17,061	16,259,421
3. Scholarships	9,510	9,820,851
4. Student Employment	26,107	32,759,942
Total Unduplicated Number of Recipients*	59,336	$108,679,480

*Some recipients receive multiple awards in one or more categories.

2. General Fund Appropriations

State appropriations provide funds for the Minority Presence Grant Program, the Board of Governors' Medical Scholars Program, the Board of Governors' Dental Scholars Program, the Non-Service Scholarship Program, the Work-Study Program, the North Carolina Student Incentive Grant Program, and the North Carolina Insured Student Loan Program.

a. Minority Presence Grant Program

The Minority Presence Grant Program provides financial aid funds to encourage white students to attend predominantly black institutions and, conversely, to encourage black students to attend predominantly white institutions. From appropriations made by the General Assembly, the Board of Governors allocated $300,000 for this purpose in 1975-76, 1976-77, and 1977-78. The total allocation was increased to $700,000 for 1978-79 and 1979-80, with $200,000 of this amount reserved for black students pursuing doctoral degrees and the study of law at the predominantly white institutions which offer these degrees. The appropriation for 1980-81 was increased to $1,000,000 with $720,000 designated for the general program and $280,000 for the doctoral/law component.

Students who receive grants from the general program must be North Carolinians who are enrolled in at least two courses per semester in a program leading to a degree at a constituent institution in which their race is in the minority. They must also demonstrate financial need. Although funds may be used for new or continuing students, the primary purpose is to use the funds to induce new minority presence students to attend the institution.

Recipients of Minority Presence Grants for doctoral study or the study of law must be black North Carolinians who received their baccalaureate degrees from a constituent institution of The University of North Carolina and who are enrolled full-time in a doctoral degree program at East Carolina University, North Carolina State University at Raleigh, The University of North Carolina at Chapel Hill, and The University of North Carolina at Greensboro or in the law school of The University of North Carolina at Chapel Hill. Recipients must demonstrate financial need. Priority is given to students who are pursuing degrees in fields of study where black participation has been low historically. Each student receives a stipend of $4,000 (up to $4,000 for law) for the academic year with an option of additional support in the amount of $500 for study in the summer session.

b. Board of Governors' Medical Scholars Program

The Board of Governors' Medical Scholars Program was begun in 1974-75 to provide special funds for minority and disadvantaged students enrolled at The University of North Carolina at Chapel Hill, East Carolina University, Duke University, and Bowman Gray Medical School. Each scholarship pays all tuition and fees plus an annual stipend of $4,000. North Carolina residents who are full-time students at one of the four medical schools are eligible. Since the beginning of the program through the fall of 1980, 109 students have been assisted. The General Fund appropriation for 1980-81 is $460,864.

c. Board of Governors' Dental Scholars Program

The Board of Governors' Dental Scholars Program was begun in 1978 to provide special funds for minority and disadvantaged students enrolled at The University of North Carolina Dental School. Each scholarship pays all tuition and fees plus an annual stipend of $4,000. North Carolina residents who are full-time students are eligible. Since the beginning of the program through the fall of 1980, 15 students have been assisted. The appropriation for 1980-81 is $107,715.

d. Non-Service Scholarship Program

The Non-Service Scholarship Program was established in 1961 by the General Assembly to provide scholarship grants to needy North Carolina students and matching funds for federal loan programs. The 1980-81 appropriation for this program is $1,290,819.

e. College Work-Study Program

The College Work-Study Program was established under provisions of the Higher Education Act of 1965 to provide financial assistance through campus employment. Eighty cents of each employment dollar is provided by federal allocations and the remaining twenty cents comes from State or institutional funds. The amount of matching funds provided from General Fund appropriations in 1980-81 is $1,030,412.

f. North Carolina Student Incentive Grant Program

The North Carolina Student Incentive Grant Program, which began in 1975-76, provides financial aid for undergraduate study at public and private institutions for students from North Carolina who demonstrate substantial financial need. Federal funds are provided at a 1:1 ratio to match State funds. A total of $1,649,443 is allocated from the General Fund for 1980-81 for this purpose, thus entitling the State to an equal amount of federal funds.

g. North Carolina Insured Student Loan Program

The North Carolina Insured Student Loan Program provides financial assistance to North Carolina students attending both public and private institutions. State appropriations support some of the administrative costs of the program and have also provided 1.2 million as a reserve to insure student loans against default. The State Education Assistance Authority issues tax exempt revenue bonds to raise capital for student loans. The reserve Trust Fund, of which State appropriations are a part, provides the guarantee for the bonds. The College Foundation, Inc., acting as agent for the Authority, makes, collects, and services loan accounts and enters into loan contracts with students. The Authority must keep one dollar in reserve for every ten dollars loaned. Thus $1.2 million in State appropriations has produced $12 million in student loan resources. Additional loan reserves are provided by federal funds, student loan insurance fees, and interest income from investments.

A summary of the General Fund appropriations for student financial aid through these programs within The University for 1980-81 is provided in Table 5-2.

Table 5-2

GENERAL FUND APPROPRIATIONS FOR STUDENT FINANCIAL AID, 1980-81

Financial Aid Program	General Fund Appropriations
Minority Presence Grant Program	$ 1,000,000
Board of Governors' Medical Scholars Program	460,864*
Board of Governors' Dental Scholars Program	107,715
Non-Service Scholarship Program	1,290,819
College Work-Study Program	1,030,412
North Carolina Student Incentive Grant Program	1,649,443*
North Carolina Insured Student Loan Program	0
Total	$ 5,539,253*

*Includes funds for students at private and public institutions.

h. State Assistance to Students in the Private Sector

State financial aid to students attending private colleges and universities within North Carolina is provided through the North Carolina Student Incentive Grant Program noted above, the State Contractual Scholarship Fund and the Legislative Tuition Grant Program. This assistance is in addition to various federal and other State programs which provide aid to students in both sectors.

The amount of State aid funds available to a private institution each year under the "contract" program is determined by multiplying the number of full-time equivalent North Carolina resident undergraduates in attendance on October 1 by $200. The State funds allocated to each institution are required to be used, however, only as grant funds for needy North Carolina undergraduate students. Appropriations for this program total $4,990,000 for 1980-81.

Students' financial needs are determined by the institution they attend, applying the same nationally-recognized methods used to establish the financial needs of students attending institutions of The University of North Carolina. The process takes into account the greater cost of attending private institutions. The amounts of the grants made to needy students are set by the institutions and can range from a small sum to the full cost of attendance. The North Carolina residency status of students governs the size of the allocation made to the institution and the eligibility of the student for a scholarship. Decisions as to residency status are made by the respective institutions, acting in accordance with regulations established by the Board of Governors.

The 1975 General Assembly also initiated a new program of aid in the form of tuition grants for every North Carolina resident undergraduate student attending a private institution of higher education in North Carolina on a full-time basis, without respect to student need. Payments under this program are made by the State Education Assistance Authority to the institutions, which in turn credit the institutional account of the student. The grant per student under this program is $550 in 1980-81. The total appropriation for this program in 1980-81 is $12,870,000.

C. Future Directions

The services and programs described above will continue to be provided at the constituent institutions in the near future. In addition, the student affairs divisions at many of the institutions will develop new programs and services or give special emphasis to existing services that respond to needs that arise from several new trends in higher education. Examples of these new directions include special services for the increasing numbers of "non-traditional" students, such as physically handicapped, minority, and older-than-average students; and increased use of computer technology.

In recent years, the number of non-traditional students in The University has increased and this trend will probably continue. Special efforts are being made to meet the unique needs of these students. In addition to special modifications of programs and services that are available to all students, a number of institutions have designated certain student affairs staff members as having special responsibilities for developing new services especially for the non-traditional students.

Computer technology will be used increasingly in the near future by student affairs divisions at the constituent institutions to serve students more efficiently in areas such as housing assignments, financial aid, admissions, registration and records, placement, counseling and testing, health services, and career planning. This trend is likely to increase as advances in computer technology make its use in the area of student services more practical.

With the dramatic increase in federally-sponsored financial aid programs in recent years, the responsibility of student financial aid offices at the constituent institutions has increased and will require continuing attention to staff and equipment needs.

CHAPTER SIX

FINANCIAL POLICIES AND PROCEDURES

A. Introduction

The purpose of this section is to describe the financial policies under which The University of North Carolina operates, to outline the procedures established by law and by the Board of Governors for the exercise of its budget-making authority, and to provide an overview of both current and capital budgets.

B. Financial Policies

The early (1776) constitutional commitment of the State of North Carolina to the maintenance of public institutions of higher education was made more explicit in the Constitution of 1868 and was broadened to provide for a public system of higher education in the Constitution of 1971. That instrument declares that "[t]he General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise." [Constitution of North Carolina, Article IX, Section 8 (1971)] The Constitution of 1868 had declared that "[t]he General Assembly shall provide that the benefits of the University as far as practicable, be extended to the youth of the State free of expense for tuition . . . ." (Emphasis added.) [Constitution of North Carolina, Article IX, Section 6 (1868)] The Constitution of 1971 significantly altered that provision to direct that "[t]he General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense." (Emphasis added.) [Constitution of North Carolina, Article IX, Section 9 (1971)]

Thus the State has established by the most formal means available to it two fundamental policies: first, that it will meet the higher education needs of its citizens chiefly through the maintenance of public institutions for that purpose, and second, that the basic costs of providing instruction and other services ("benefits") to its citizens through those institutions will be met by the State. From these basic premises have been derived a number of financial policies -- some through legislation, some through administrative action, and some through action of the Board of Governors and its predecessor governing boards -- with respect to the financing of The University of North Carolina.

Annual State General Fund appropriations for the maintenance of The University of North Carolina and its 16 campuses are approximately $430 million, based on 1980-81 authorized levels. This amount is approximately one-sixth of the total 1980-81 appropriations from the State's General Fund. The purpose of the following paragraphs is to identify the relationship of other resources to this basic commitment of public funds.

Tuition charges for regular term instruction constitute a substantial source of income to all of the constituent institutions and one that is anticipated in their budgets. On a University-wide basis, income from this source is now over $55 million per year.

The Board of Governors is responsible for fixing tuition and fees, consistent with actions of the General Assembly. Prior to the creation of the Board of Governors, tuition and fees were set by the various Boards of Trustees, except as the General Assembly chose to act on the subject. As a result, the Board of Governors inherited a tuition and fee pattern which varied widely among similar institutions.

The Board of Governors addressed this issue in its first (1973-75) budget request. Tuition and academic fees, which were direct appropriation offsets, were combined. A three-year plan for equalizing in-state tuition and academic fee charges at institutions with similar degree-granting authority was then developed. This relationship which was achieved has been maintained in subsequent budgets. Tuition charges at each institution generally are the same for undergraduate, graduate, and professional school students; the principal exception is found in the health sciences.

State law has long acknowledged that differential tuition rates may be charged residents and nonresidents of North Carolina, and for many years nonresidents have paid higher tuition rates in all of the constituent institutions than do residents.

Historically, the budgets established by the legislative process have anticipated receipts from students that were based on specific, anticipated tuition rates for both in-state and out-of-state students. As a result, the Board has found itself in the position of having to adopt those rates in order to make possible the expenditures it was authorized by the General Assembly to make.

In addition to the tuition and related student receipts, there are other student fees, such as athletic fees, health service fees, and student activities fees, levied in support of services which the General Assembly has consistently felt should be financed from student charges and for which historically no maintenance appropriation support has been available. Other student charges are made to meet debt service obligations and the operating costs of facilities constructed from the proceeds of institutional borrowing. Since about 1960, the General Assembly usually has required that revenue producing facilities of this nature, such as dormitories and student centers, be financed on a self-liquidating basis, whereas earlier it was not uncommon for legislative appropriations to be made for such capital improvements.

Instructional costs must be subdivided into three parts for examination of current means of financing: regular term, summer term, and extension instruction. As implied above in the discussion of tuition charges, the major portion of regular term instructional costs is met from appropriations. While State support for summer term instruction is significant, the major portion comes from student receipts. The present policy of the State, as it relates to extension instruction, is that appropriated funds are provided for basic, continuing administrative support of extension activities, while the general instructional costs of degree credit instruction are met from student fees.

In terms of financing, research programs must also be characterized in segments: "departmental research" and "organized research." Departmental research is carried on by faculty members as a part of their regular professional pursuits and is a part of their professional roles as teachers and as scholars. This type of research receives its basic support from State appropriations, although it is often augmented by grants from outside agencies, federal, State, and private. These additional funds generally are provided to finance research on a specific subject of concern to the granting agency or organization. Grants of this nature normally are made for a specific period of time and are non-recurring, in contrast to State funds, which are generally considered to be available on a continuing basis and to support departmental research in general.

Organized research differs from departmental research in part because it is primarily supported by grants from federal and private agencies. Research of this nature is almost always directed toward specific topics and is often conducted through institutes or centers established within The University to facilitate research. The major source of funds for this type of research is the federal government.

C. The Budget Process

The process by which The University budget is developed and administered has its legal bases in the State's Executive Budget Act and Higher Education Reorganization Act of 1971. The Board of Governors, working within this statutory framework, has developed policies and procedures designed to (1) meet its responsibilities for presenting comprehensive financial plans to the General Assembly, (2) modify those plans in light of resources made available by the legislature, and (3) establish and administer the annual budgets of The University and of those related educational activities for which the Board is responsible.

Three characteristics of the Executive Budget Act are most pertinent to the budget process of the Board of Governors. First, it is required that the Board's budget requests be presented to the General Assembly through the Governor and the Advisory Budget Commission, who have responsibility for making recommendations to the legislature on the appropriation requests of all State agencies. Second, The University's requests must be presented in the format and on a schedule established by the Director of the Budget (the Governor). Third, the Act provides that appropriations made in response to the requests of the agencies and the recommendations of the Governor and the Advisory Budget Commission may be used only for the purposes identified in the requests and recommendations or as amended by the General Assembly.

Partly in response to the frequent criticisms of prior procedures which allowed each institution to deal directly with the General Assembly on appropriation matters, the 1971 legislation reorganizing public senior higher education called for a single entity -- the Board of Governors -- to present a comprehensive budget request on behalf of The University of

North Carolina. The statutes prescribe the form in which the budget requests are to be presented to the General Assembly and establish the pattern by which appropriations are to be made. The mandate to the Board with respect to budget requests is as follows:

> The Board of Governors shall develop, prepare and present to the Assembly a single, unified recommended budget for all of public senior higher education. The recommendations shall consist of requests in three general categories: (i) funds for the continuing operation of each constituent institution, (ii) funds for salary increases for employees exempt from the State Personnel Act and (iii) funds requested without reference to constituent institutions, itemized as to priority and covering such areas as new programs and activities, expansions of programs and activities, increases in enrollments, increases to accommodate internal shifts and categories of persons served, capital improvements, improvements in levels of operation and increases to remedy deficiencies, as well as other areas. [G.S. §116-11(9)a]

The directive as to appropriations is as follows:

> Funds for the continuing operation of each constituent institution shall be appropriated directly to the institution. Funds for salary increases for employees exempt from the State Personnel Act shall be appropriated to the Board in a lump sum for allocation to the institutions. Funds for the third category in paragraph (a) of this subdivision shall be appropriated to the Board in a lump sum. The Board shall allocate to the institutions any funds appropriated, said allocation to be made in accordance with the Board's schedule of priorities; provided, however, that when both the Board and the Advisory Budget Commission deem it to be in the best interest of the State, funds in the third category may be allocated, in whole or in part, for other items within the list of priorities or for items not included in the list. [G.S. §116-11(9)b]

This statutory context has been the principal determinant in the development of the Board of Governors' policies and procedures for budget-making and budget execution. The Executive Budget Act, as elaborated upon in the legislation of 1971, provides a balance of legal authority and responsibility in the administration of financial affairs that the Board requires for effective use of resources and for the direction of educational activities throughout The University. The required submission, as an element of its budget request, of a Schedule of Priorities gives the Board a formal means of framing comprehensive requests to the General Assembly in programmatic terms and provides the Governor and the Advisory Budget Commission, as well as the General Assembly, the informed judgment of the Board as to the relative priorities at different levels of appropriations of the various elements constituting the request. The use of the Schedule of Priorities throughout the remainder of the budget process, as contemplated by the statutes, serves to document the relationship between the Board's budget requests, legislative action on those requests, and the institutional budgets ultimately established by the Board in its allocations.

The Board has now presented six "single, unified recommended budgets" to the General Assembly. Similar procedures have been employed in the development of each request and in the determination of the form in which the requests have been transmitted, subject to minor changes reflecting only modifications required by the Director of the Budget or indicated by previous experience. Consideration of and action on the Board's requests by the Governor and the Advisory Budget Commission and subsequently by the General Assembly have been substantially as contemplated in the reorganization legislation. The allocations and budget approval procedures first used by the Board in 1973, although changed slightly in subsequent budget-making cycles, have satisfactorily accommodated the varying appropriations patterns since 1973.

The steps in the process of preparation of the Board's budget request for transmittal to the Governor and the Advisory Budget Commission are these:

1. The President of The University receives from the Office of State Budget and Management budget instructions which include general guidelines established by the Governor as Director of the Budget, the Advisory Budget Commission, and the Office of State Budget and Management, the final date for transmittal of the request to the Governor and Commission, and specific details as to format.

2. Following consultation with the Committee on Budget and Finance of the Board of Governors, the President provides instructions to the constituent institutions for the preparation of budget estimates.

   (a) The instructions first identify the types of increased operating costs that may be included in the continuation budget requests. Although there has been some variation among budget requests, acceptable increases, as determined by the State Budget Officer based on policies established by the Governor and the Advisory Budget Commission, have generally addressed increases mandated by State law (merit salary increases for classified personnel) and federal statute (increase in employer tax for social security), and identifiable increases in a limited number of specific operating accounts (fuel and utilities increases).

   (b) The instructions relating to the academic salary increases request reflect conclusions reached by the President after consultation with the Chancellor and Board Committees on Personnel and Tenure and Budget and Finance. Specific instructions relate to the common identification of the appropriation salary base from which the salary increase request will be projected.

   (c) The program improvements and expansions and capital improvements budget instructions identify the basic framework within which the institutions will prepare the campus-based estimates essential for development of the Schedule of Priorities request. It is noted that some requests in this budget component are initiated by the President's staff, with the institutions participating less formally in the development of a comprehensive University-wide request.

3. Upon receiving instructions and guidelines from the President, each constituent institution proceeds to prepare its budget estimates in the manner indicated. The Chancellor is responsible for the preparation of the budget estimates for his institution and the assignment of institutional priorities. The internal procedure for assuring the involvement of the faculty and staff in the preparation of the institutional estimates is determined by the Chancellor.

4. The review procedures for campus budget estimates are:

   (a) Continuation Budgets are reviewed by the Vice President for Finance and his staff for general consistency and conformance with instructions. The campus data upon which the academic salary increases requests are based are also reviewed in a similar manner.

(b) A Budget Committee, headed by the Vice President for Academic Affairs and composed of senior members of the President's staff, reviews all campus budget estimates for program improvements and expansions and capital improvements. The Committee assesses institutional priorities, examines requests with reference to the established role and mission of the institution, and evaluates each program or project in the institutional estimates.

5. After receiving the recommendations of the Vice President for Finance and the Budget Committee, the President confers individually with the Chancellors of the constituent institutions and then prepares his budget recommendations for consideration by the Board's Committee on Budget and Finance. All proposed requests for appropriations for program improvements and expansions and capital improvements are summarized in the Schedule of Priorities and supported in appropriate detail.

6. The Board's Committee on Budget and Finance considers the budget proposed by the President and, upon its approval, submits the budget to the Board of Governors.

7. The Board of Governors considers and takes final action on the budget following approval by its Committee on Budget and Finance. The Board's budget request is then submitted to the Governor and the Advisory Budget Commission.

8. Following the formal transmittal of the request, the President represents The University in such hearings as the Governor and the Advisory Budget Commission may hold on the request.

9. The Governor and the Advisory Budget Commission forward recommendations on the University's budget request to the General Assembly as a part of the comprehensive State budget recommendations.

10. The President represents The University in hearings held by the legislative committees considering The University's budget, a process that continues throughout most of the legislative session.

After legislative consideration of the budget has been completed, the General Assembly appropriates funds to The University in accordance with the statute cited previously. Continuation budgets are appropriated directly to the 16 constituent institutions. Academic salary increase funds are appropriated to the Board of Governors in a lump sum for allocation to the constituent institutions. Funds for program improvements and expansions and capital improvements are also appropriated to the Board in a lump sum.

Upon receipt of the notice of appropriations, each institution is given the opportunity to reassess its earlier estimates and priorities in the light of more current enrollment estimates, legislative action on the continuation requests, and the total amount made available to the Board for University-wide program expansions and capital improvements. Utilizing internal procedures substantially the same as those followed in developing the budget request, the President then prepares and presents to the Committee on Budget and Finance recommended allocations of the lump sum appropriations. The Committee's report is then submitted to the Board of Governors and final action is taken on the allocations. These allocations, in combination with the direct appropriations to the campuses, constitute the approved operating and capital budgets for the institutions. If the Board of Governors' allocations require any amendment of the Schedule of Priorities, the concurrence of the Advisory Budget Commission in the amendments is required before allocations may be made to the institutions. The continuing operations budgets are certified to the institution in line-item detail. The Board allocations for operating funds from the lump sum appropriation are also identified to the institution in the same detail.

Limited transfers of funds between budget purposes and objects of expenditures within an established institutional operating budget may be approved by the Director of the Budget. Such budget revision requests are usually initiated by the Chancellor. Unless special circumstances exist, these intra-institutional budget revisions do not require the approval of the President.

The capital improvements budgets are, by Board of Governors' policy, subject to more centralized execution than are operating budgets. Capital funds, although allocated by the Board for specific projects at the constituent institutions, are not transferred to the institutions until the construction bid procedure has been completed and the actual cost of the proposed project determined. This procedure provides the maximum feasible flexibility in the use of appropriations, allowing transfers between capital projects which cost more and those which cost less than the initial allocation. Further, the President is authorized by the Board to approve limited transfers from one project to another in the interest of timely execution of construction contracts. If a budget transfer involves a change in the Schedule of Priorities lines as established, the concurrence of the Advisory Budget Commission is required.

Each institution is required to file a monthly financial report with the Office of State Budget and Management on each State budget code for both operating and capital improvement funds. Copies of these reports are received by the President.

D. The Current Operations Budget

The annual current operating budget for which the Board of Governors is responsible now exceeds $800 million. The most comprehensive classifications of expenditures are by organizational unit and purpose and of revenues by source.

The 1978-79 current operations expenditures of the major organizational units of the University of North Carolina were:

Table 6-1

CURRENT OPERATIONS EXPENDITURES
THE UNIVERSITY OF NORTH CAROLINA, 1978-79

	In Millions	Percentage
Appalachian State University	$ 40.3	4.9
East Carolina University	55.3	6.8
Elizabeth City State University	9.1	1.1
Fayetteville State University	11.8	1.4
North Carolina A & T State University	29.4	3.6
North Carolina Central University	20.8	2.6
North Carolina School of the Arts	5.2	.6
North Carolina State University at Raleigh (includes Agricultural programs)	141.7	17.4
Pembroke State University	7.9	1.0
The University of North Carolina at Asheville	5.3	.6
The University of North Carolina at Chapel Hill (includes Academic, Health Affairs, and Area Health Education Centers)	268.6	33.0
The University of North Carolina at Charlotte	29.3	3.6
The University of North Carolina at Greensboro	37.4	4.8
The University of North Carolina at Wilmington	13.0	1.6
Western Carolina University	26.8	3.3
Winston-Salem State University	11.6	1.4
UNC General Administration		
Operating (includes ETV Network)	8.0	1.0
Related Educational Programs	20.9	2.6
North Carolina Memorial Hospital	71.1	8.7
Total	$ 813.5	100.0

These resources were spent for the following purposes:

	In Millions	Percentage
Instruction	$ 265.4	32.6
Research	79.0	9.7
Public Service	57.2	7.0
Academic Support	39.9	4.9
Libraries	25.7	3.2
Student Services	17.3	2.1
Institutional Support	42.0	5.2
Operation and Maintenance of Plant	53.4	6.6
Scholarships and Fellowships	44.0	5.4
Auxiliary Enterprises	100.0	12.3
Hospital	71.1	8.7
Independent Operations	18.5	2.3
Total	$ 813.5	100.0

For 1978-79 these current operating expenditures were supported by revenues from the following sources:

Table 6-2

SOURCES OF REVENUE
THE UNIVERSITY OF NORTH CAROLINA, 1978-79

	In Millions	Percentage
State appropriations, contracts, and grants	$ 392.0	48.2
Auxiliary enterprises receipts	100.0	12.3
Federal appropriations, contracts, and grants	98.0	12.1
Tuition and fees	67.7	8.3
Hospital receipts	53.9	6.6
Educational activities receipts	36.3	4.5
Other contracts and grants, gifts, and endowment income	31.2	3.8
Independent operations receipts	18.5	2.3
Other sources	15.9	1.9
Total	$ 813.5	100.0

These summaries are designed to present a comprehensive overview of the financial operations for which the Board is responsible without emphasis on the complex and unique characteristics of The University's budgeting, accounting, and reporting systems. It should be noted, however, that the current operations budgets of The University and its operating units also are sub-divided into three other components:

(a) Academic budgets of the 16 constituent institutions and appropriation-supported operating budgets of agricultural programs and the North Carolina Memorial Hospital;

(b) Institutional student auxiliary enterprise funds; and

(c) Institutional trust funds.

The academic budget of each constituent institution is established as a separate operating code (fund) for budget administrative purposes. These funds support the basic educational activities conducted by the institutions. As previously noted, the principal source of support for these activities is the State's General Fund, which provides about 80 percent of this support.

The other two components, institutional student auxiliary enterprise funds and institutional trust funds, were formally structured by the General Assembly in 1978, although such funds had long been administered in a manner similar to that established by the new statutes. The recent legislation and subsequent Board of Governors' actions, however, provide a formal description and designation of the funds and prescribe certain policies and procedures for budget and accounting administration.

Institutional student auxiliary enterprise funds include the operation by a constituent institution of the self-supporting student services of housing, food, health, and laundry. These services are operated entirely from student and other receipts.

The institutional trust funds include the receipts-supported activities financed by gifts, devises, or bequests; federal contracts and grants; State and local government contracts and grants; student extracurricular activity fees; receipts for operations established for the benefit of scholarship or student activity programs; self-supporting auxiliary enterprises, except student auxiliary enterprises; and fees or other service payments related to an organized health care professional practice plan. There is no General Fund appropriation support for these activities. A principal distinguishing characteristic of operations covered by this portion of the budget is that almost all of the receipts are for designated purposes and the income is not available to the institution for any other purpose or for unrestricted use.

E. The Capital Improvements Budget

Annual capital improvements budgets for which the Board is responsible now total about $67 million. The capital budget cannot be depicted precisely within the context of a single fiscal year. Appropriations and authorizations for capital improvements generally are not limited to a fiscal year or even to a biennial budget period. There are significant differences, by project, in the time between authorization and the beginning of construction. Expenditures for a single project may be recorded in a number of fiscal years. The Board's capital improvements programs and plans are based primarily on legislative actions commencing with those of the 1973 General Assembly.

> The 1973 authorizations for capital improvements totaled $150,236,100, of which $107,922,000 was supported by direct General Fund appropriations and $42,314,100 was authorized on a self-liquidating basis.
>
> The 1975 General Assembly authorized projects totaling $105,365,000, of which $81,030,000 was provided by appropriations and $24,335,000 was to be self-liquidating.
>
> The 1977 General Assembly authorized $96,696,700 for capital improvements, of which $59,291,700 was from General Fund appropriations and $37,405,000 was to be self-liquidating.
>
> The 1979 General Assembly authorized $187,760,300 for capital improvements, of which $112,731,800 was from General Fund appropriations and $75,028,500 was to be self-liquidating.

These authorizations and appropriations indicate that the capital budgets of The University have averaged about $67.5 million per year, $45.1 million supported from General Fund appropriations and $22.4 million from non-appropriation sources.

The major cost of capital improvements for The University is met from General Fund appropriations. Appropriated funds can be provided by means of direct legislative appropriation of tax revenues, or appropriation of proceeds of legislatively-authorized bond issues or appropriation of proceeds of bond issues authorized by public referendum upon the recommendation of the General Assembly. Other capital improvements may be financed on a "self-liquidating basis," the terminology generally applied to any financing from sources other than appropriations. Projects defined as "self-liquidating" may be funded by the proceeds of bonds issued by The University and scheduled to be retired from user charges of facility-related receipts, gifts to The University, federal grants, or any other non-appropriated source of funds.

General Assembly appropriations for capital improvements have varied considerably from session to session, depending upon the evaluation of The University's needs and, of perhaps greater significance, the volume and nature of the total resources available for appropriation. The Board's requests for authorization of "self-liquidating" projects, which are subjected to thorough examination during the legislative process, are usually approved by the General Assembly.

CHAPTER SEVEN

EVALUATION AND FUTURE PLANNING

A. Introduction

The preceding chapters of this long-range plan have described the present state of higher education in North Carolina in general and the state of The University of North Carolina in particular. Goals for the current planning period have been set forth, together with the mission, tasks, and objectives for each of the constituent institutions of The University. Mechanisms and procedures for the coordination of efforts among the constituent institutions, the Community College System, and the private colleges and universities have been described. This concluding chapter describes the administrative structure and processes through which the Board of Governors seeks to provide and to assess educational quality within The University and outlines the schedule for future planning.

B. Distribution of Responsibility

1. Code

Pursuant to the Higher Education Reorganization Act of 1971, the Board of Governors at its first meeting "adopt[ed], for itself and for all constituent institutions, a code" setting forth the organization and principal policies and operating procedures of the Board of Governors, the General Administration, the institutional Boards of Trustees, and the local administrations, which it has several times amended. Matters of policy and procedure not requiring the permanence of Code provisions are handled by resolutions of the Board of Governors, which require only a majority of a quorum for their adoption.

2. Organization and Operation of the Board

The statute calls for a Chairman, Vice Chairman, and Secretary of the Board of Governors to be elected by the Board from its membership every two years, and limits one person's service as Chairman to no more than four successive years. [G.S. §116-8]

The Board is required by law to meet at least six times annually, and it normally schedules meetings every month except August and December. [G.S. §116-9] Special meetings may be called by the Chairman and must be called by the Secretary on petition of at least ten Board members.

The Board is authorized by statute to create and appoint the members of committees of the Board. The Code provides for four standing committees: the Committee on Educational Planning, Policies, and Programs, the Committee on Personnel and Tenure, the Committee on Budget and Finance, and the Committee on University Governance. (The Chairman of the Board is a member ex officio of all standing committees, and the Vice Chairman is a member ex officio of the Committee on Budget and Finance.) The titles of those committees generally indicate their roles. In addition to these four standing committees, the Chairman may at any time create special, temporary committees with authorization of the Board.

Staff services for the Board's committees are provided by the President and members of his staff, with each standing committee looking to a particular staff member as its principal source of assistance on a continuing basis.

3. The Office of the President

a. Structure

The 1971 statute declares that the President of The University of North Carolina shall be the chief administrative officer of the University," and prescribes that

> The President shall be assisted by such professional staff members as may be deemed necessary to carry out the provisions of this Article, who shall be elected by the Board on nomination of the President. The Board shall fix the compensation of the staff members it elects. These staff members shall include a senior vice-president and such other vice-presidents and officers as may be deemed desirable. . . . . The staff complement shall be established by the Board on recommendation of the President . . . . [G.S. §116-14(b)]

The Board of Governors retains authority to design the administrative organization of The University. That authority it delegated to the President by the Code, which provides that

> The President shall establish administrative organizations to carry out the policies of the University. He shall interpret these organizations to the Board of Governors and to the officers and faculties of the University. He shall insure that the University and its constituent institutions are properly staffed with personnel competent to discharge their responsibilities effectively. In carrying out his duties and responsibilities,

> the President shall be assisted by his staff officers and by the chancellors of the constituent institutions. The President shall prescribe the duties and assignments of the staff officers reporting to him. . . . . The President may delegate to other officers portions of his duties and responsibilities, with the required authority for their fulfillment. However, such delegation shall not reduce the President's overall responsibility for those portions of his duties which he may choose to delegate. [Code, Sec. 501C(7)]

The administrative organization of the General Administration established by the President includes a Vice President for Academic Affairs who is also Senior Vice President, a Vice President for Finance, a Vice President for Planning, a Vice President for Research and Public Service Programs, and a Vice President for Student Services and Special Programs; a Secretary of The University; several Assistants to the President with responsibilities for legal affairs, relations with the community colleges and the private institutions of higher education, governmental relations, and public information; and the Director of The University of North Carolina Center for Public Television. The directors of several other special-purpose units of The University, namely the Educational Computing Service, the State Education Assistance Authority, and the Higher Education Facilities Commission, report to one or another of the Vice Presidents.

The Administrative Council, consisting of the President, the 16 Chancellors, and the principal members of the President's staff, meets monthly as a forum for the exchange of information and advice on matters of multi-campus concern.

Advice to the President from the faculty perspective is provided by the Faculty Assembly, whose members are drawn from the faculties of all of the constituent institutions.

Advice to the President from the student perspective is provided by the Student Advisory Council, which consists ex officio of the Student

Government President of each of the 16 constituent institutions.

The 1971 legislation provides that

> The President, with the approval of the Board, shall appoint an advisory committee composed of representative presidents of the private colleges and universities . . . . [G.S. §116-14(c)]

This Council, consisting of eight private institutional presidents designated by the President, meets on call of the President and advises him on matters of mutual concern.

In 1976, by agreement among the President of The University, the State President of the Community College System, and the Chairman of the Board of Directors of the North Carolina Association of Independent Colleges and Universities, a Liaison Committee was formed to provide a forum where matters of mutual concern to the three sectors may be discussed and advice thereon formulated. The committee consists of four members chosen by the President of The University, four chosen by the State President of the Community College System, and four chosen by the President of the Association.

A similar advisory committee composed of four representatives designated by the President of The University and four designated by the State President of the Community College System meets periodically to discuss and develop advice to the two Presidents on matters of mutual concern to the Community College System and The University.

b. Functions

The statutory statement of the President's duty is brief but comprehensive: "He shall be the chief administrative officer of the University." [G.S. §116-14(a)] The statutes and the Code provide more detail with respect to his duties, but there is little of substance to add to that broad, basic duty assignment.

The Code provides that in his inward-looking role as the chief administrator of The University,

- [The President] . . . shall have complete authority to manage the affairs and execute the policies of The University of North Carolina and its constituent institutions, subject to the direction and control of the Board of Governors and the provisions of this Code. [Code, Sec. 501A]

- The President shall be the leader of The University of North Carolina and its constituent institutions and shall coordinate the activities of all constituent institutions in accordance with the principle of allocated functions prescribed by the Board of Governors. He shall promote the general welfare and development of the University in its several parts and as a whole. [Code, Sec. 501C(1)]

- In the absence of policies prescribed by the Board of Governors, the President shall resolve all issues of jurisdiction and dispute among the constituent institutions of the University. [Code, Sec. 501C(3)]

- . . . [A]ll appeals addressed to or requests for hearings by the Board of Governors, from whatever source, shall be transmitted through the President. [Code, Sec. 501C(4)]

- The President shall establish administrative organizations to carry out the policies of the University. [Code, Sec. 501C(7)]

- He shall insure that the University and its constituent institutions are properly staffed with personnel competent to discharge their responsibilities effectively. [Code, Sec. 501C(7)]

- In carrying out his duties and responsibilities, the President shall be assisted by his staff officers and by the chancellors of the constituent institutions. The President shall prescribe the duties and assignments of the staff officers reporting to him. [Code, Sec. 501C(7)]

- He may establish and define the duties of all-University councils and committees to advise and assist him in the execution of his duties. [Code, Sec. 501C(7)]

- The President may delegate to other officers portions of his duties and responsibilities, with the required authority for their fulfillment. However, such delegation shall not reduce the President's overall responsibility for those portions of his duties which he may choose to delegate. [Code, Sec. 501C(7)]

In his relation to the Board of Governors of The University the Code declares that

- The President, as the chief executive officer of the University, shall perform all duties prescribed by the Board of Governors. He shall be responsible to the Board of Governors for the prompt and effective execution of all laws relating to The University of North Carolina and of all resolutions, policies, rules and regulations adopted by the Board for the operation of The University of North Carolina and for the government of any and all of its constituent institutions, and his discretionary powers shall be broad enough to enable him to meet his extensive responsibilities. [Code, Sec. 501B(1)]

- The President shall make recommendations to the Board of Governors with respect to the adoption, modification, revision or reversal of policies, rules and regulations applicable to The University of North Carolina and any or all of its constituent institutions. To this end, the President shall establish and maintain agencies of inquiry and administrative lines of communication, which include the constituent institutions, to insure prompt perception of needs for problem identification and analysis, decision and policy formulation. [Code, Sec. 501B(2)]

- The President shall prepare and submit to the Board of Governors an annual report . . . [and special] reports and recommendations concerning The University . . . and its constituent institutions as he may deem wise or as the Board may require. [Code, Sec. 501B(3)]

- The President shall attend and may participate in, without the privilege of voting, the meetings of the Board of Governors and its various committees, and he may attend the meetings of the several boards of trustees. [Code, Sec. 501B(4)]

- The President shall be the official medium of communication between the Board of Governors and all individuals, officials, agencies and organizations, both within and without the University and its constituent institutions. [Code, Sec. 501B(5)]

- The President . . . shall make nominations for all appointments that are to be acted upon by the Board of Governors and shall make recommendations for all promotions, salaries, transfers, suspensions and dismissals that are to be acted upon by the Board. The Board reserves the right, in all instances, to act on its own initiative. [Code, Sec. 501B(6)]

- The President shall assume, and retain at all times, control over the budget of The University of North Carolina, subject to the direction and control of the Board of Governors. The President shall prepare the proposed budget of The University of North Carolina and shall submit such proposed budget to the Board of Governors for approval . . . . [Code, Sec. 501B(7)]

The Code further provides that as the external spokesman for The University,

- The President shall personally represent before the State, the region and the nation the ideals and the spirit of The University of North Carolina. [Code, Sec. 501A]

- As the chief executive, the President shall be the official administrative spokesman for and the interpreter of the University to the alumni and alumnae as a whole, the news media, the educational world and the general public. [Code, Sec. 501A]

- He shall be responsible for the presentation and interpretation of all University policies, recommendations and requests to the General Assembly, the Governor, State officers and commissions and the Federal Government. [Code, Sec. 501A]

- The President shall be responsible for the presentation and explanation of budget requests approved by the Board of Governors to the Director of the Budget and the Advisory Budget Commission, the General Assembly and its committees, officers and members. The President shall be responsible for the execution of the budget of The University of North Carolina as approved by the General Assembly. All revisions of the budget which require approval of the Advisory Budget Commission shall be acted upon by the Board of Governors on recommendation of the President. [Code, Sec. 501B(7)]

While the Code and subsequent resolutions of the Board of Governors prescribe numerous additional duties of the President, the foregoing list comprehends his principal functions. His role as chief executive of The University and as the principal administrator to whom the Board of Governors looks to carry out its policies are fairly clear. In addition, the presidency includes a vital role as representative of The University and its constituent institutions in dealing with the political officers and agencies of the State: the General Assembly, the Governor, the Advisory Budget Commission, and others, and especially those entities with authority over State finances. The provisions of Section 501 of the Code are explicit in this respect.

4. Constituent Institutions

The 1971 Reorganization Act left the internal design of the institutions and the definition of their program responsibilities almost entirely to the Board of Governors.

Each Board of Trustees of a constituent institution now consists of 12 members plus the President of the Student Government, who serves ex officio. (The Conductor of the North Carolina Symphony and the Secretary of the North Carolina Department of Cultural Resources also serve on the Board of the North Carolina School of the Arts as non-voting members.)

The statutes assign few duties to the Boards of Trustees of the constituent institutions. They nominate to the President persons to fill the chancellorship. [G.S. §116-11(4)] The principal statutory duty assignment of these Boards is brief and non-specific:

> Each board of trustees shall promote the sound development of the institution within the functions prescribed for it, helping it to serve the State in a way that will complement the activities of the other institutions and aiding it to perform at a high level of excellence in every area of endeavor. Each board shall serve as advisor to the Board of Governors on matters pertaining to the institution and shall also serve as advisor to the chancellor concerning the management and development of the institution. The powers and duties of each board of trustees, not inconsistent with other provisions of this Article, shall be defined and delegated by the Board of Governors. [G.S. §116-33]

The statutory provision that "[t]he Board [of Governors] shall possess all powers not specifically given to institutional boards of trustees" limits the augmentation of the powers of the Boards of Trustees by implication. [G.S. §116-11(14)]

The statutes leave the functions of the Board of Trustees to be determined by the Board of Governors. The Code adds virtually nothing to the statutory statement. As one of its first acts, however, the Board of Governors adopted a resolution delegating extensive authority to each Board of Trustees with respect to institutional personnel, student admissions standards, the awarding of academic and honorary degrees, property control (except for acquisitions and dispositions of real property valued at more than $50,000), campus security, intercollegiate athletics, traffic and parking, the management of endowments and trust funds, student affairs and services, student aid, the management of auxiliary enterprises and utilities, and several other matters. [Resolution of July 7, 1972] Taken all together, the body of duties delegated to the Boards of Trustees is quite substantial and enables the necessary degree of differentiation among the institutions.

The 1972 resolution and other actions of the Board of Governors have treated the 16 Boards of Trustees uniformly (except in such respects as program or major structural differences among institutions have made some of those enactments inapplicable to some of the institutions). The statutes permit the Board of Governors to delegate differentially among institutions, however, should it find such action appropriate.

The Chancellor of each constituent institution is elected by the Board of Governors on nomination of the President, who must choose from among two or more candidates recommended to him by the Board of Trustees. [G.S. §116-11(4)] Each Chancellor serves at the pleasure of the Board of Governors, as does the President.

The Chancellor derives his authority in part from statute, in part from delegation by the Board of Governors, and in part by sub-delegation to him of authority delegated by the Board of Governors to the Board of Trustees. The Reorganization Act, the Code, and other instruments adopted by the Board of Governors define the respective roles of the Chancellors and the Boards of Trustees without confounding the line of responsibility that runs from the Chancellor directly to the President and through him to the Board of Governors.

The statutes declare that the Chancellor shall be "the administrative and executive head of the institution and shall exercise complete executive authority therein, subject to the direction of the President." [G.S. §116-34] The Code declares that "[t]he Chancellor shall be responsible to the President for the administration of the institution, including the enforcement of the decisions, actions, policies and regulations of the Board of Governors applicable to the institution." [Code, Sec. 502B(3)] He makes recommendations for the development of the educational program of the institution and serves as general advisor to the President (and through him the Board of Governors) with respect to all programs and activities of the institution. [Code, Sec. 501B(2)] He is the medium of official communication between the Board of Trustees and all others, and between his institution and the President and Board of Governors. [Code, Sec. 502B, 502C(4)] He is responsible to the Board of Trustees for enforcing its policies, rules, and regulations (subject to the overriding authority of the Board of Governors and that of the President as its agent). [Code, Sec. 502C(3), 502A, 502B(3); G.S. §116-34] He is also responsible for carrying out policies of the Board of Governors. [Code, Sec. 502A]

Within the institution, the Code provides that

> Subject to policies established by the Board of Governors, the Board of Trustees or the President, the Chancellor shall be the leader of and the official spokesman for the institution; he shall promote the educational excellence and general development and welfare of the institution; he shall define the scope of authority of faculties, councils, committees and officers of the institution; and all projects, programs and institutional reports to be undertaken on behalf of the institution shall be subject to his authorization and approval. [Code, Sec. 502D(1)]

He is also a member of all faculties and other academic bodies of the institution, and he must insure that there exists in the institution a representative faculty senate over which he may preside. [Code, Sec. 502D(2)] Subject to any policies or regulations of the Board of Governors, the regulation of student affairs and discipline is delegated to him. [Code, Sec. 502D(3)]

The design of the administrative structure of each institution is left to the Chancellor, acting with the approval of the President and Board of Governors in matters involving the creation or abolition of major organizational units.

"[A]ll vice-chancellors, senior academic and administrative officers and persons having permanent tenure" are appointed and have their compensation fixed by the Board of Governors on recommendation of the President and the appropriate Chancellor. [G.S. §116-11(5)] By action of the Board of Governors, "senior administrative officer" has been defined to include, in addition to vice chancellors and provosts, deans and directors of major educational research, and public service activities at the rank of dean or its equivalent. The appointment of other administrative personnel is within the delegated authority of the Boards of Trustees and Chancellors.

The Board of Governors seeks, through this responsibility structure, to assure the quality of public higher education and the economical use of resources. First, the Board has the authority to determine the educational mission of each of the constituent institutions. In exercising this authority, it can determine those programs that are allocated to an institution and set the general standards that must be achieved by an institution in carrying out each of its functions.

Second, the Board of Governors has delegated to the Board of Trustees of each of the 16 constituent institutions responsibility for admissions standards, the general oversight of academic programs that have been allocated to it, standards for the retention of students, standards to be met in fulfilling degree requirements, responsibility for the recruitment, employment, and advancement of nontenured academic personnel, and responsibility for developing and administering tenure and other personnel systems consistent with the Code and the policies of the Board.

Thus, the faculty, administration, and trustees bear immediate responsibility for and have in their control the primary means of achieving high levels of performance on the part of the institutions they serve. They have control of student admissions and performance standards with respect to curricula which they approve, and they have primary control of the processes for the selection and retention of the faculty members who teach, conduct research, and perform the public service responsibilities of the institution.

Third, all new academic programs must be approved by the Board of Governors. Because of this requirement, all existing academic programs shall be evaluated periodically to determine whether each is needed, and whether the institution possesses adequate faculty, facilities, and library resources to offer effective programs.

In addition, the Board of Governors has the authority to review all existing academic programs and activities in each of the constituent institutions from the standpoint of their need, quality, and productivity. Redundant, obsolete, and low-demand programs may be discontinued, and institutions may be required either to improve those of marginal quality or to discontinue them.

Fourth, the Board of Governors must approve the appointment of all senior administrative officials in each of the 16 constituent institutions and all faculty personnel actions that confer permanent tenure. This gives to the Board a responsibility for seeing that able academic and administrative leadership is provided.

Fifth, the Board of Governors has comprehensive budgetary authority, within the level of resources made available by the General Assembly. In exercising this authority, it is concerned primarily with improving the educational effectiveness and efficiency of each institution. The achievement and maintenance of accreditation, the preservation of the academic integrity of institutions, the fostering of high standards of scholarship and teaching, and the maintenance of academic standing in the community of higher education are all factors that must influence budgetary decisions.

C. Information Resources

The collection and analysis of accurate information are essential factors in the assessment of educational performance, and this section presents a brief discussion of the information resources currently available to the Board of Governors for evaluation and planning. Closely joined to all planning and governance activity is the preparation of the unified budget request of the Board of Governors and the budget allocation process that follows General Assembly action. On behalf of itself and others, The University of North Carolina annually engages in four other major information-gathering activities with respect to its own operations.

1. The Higher Education General Information Survey (HEGIS)

The first of these information-gathering activities is the Higher Education General Information Survey (HEGIS), currently sponsored by the United States Department of Education. Practically all institutions of higher education participate to some degree in the Survey and report by this means various types of institutional information, including enrollment statistics, degrees conferred, faculty and staff characteristics, library resources, and institutional finances.

2. Data Required by the Office for Civil Rights (OCR)

The second comprehensive information-gathering activity in which The University participates is an annual compilation of institutional data for the Office for Civil Rights (OCR) of the Department of Education. These "Statistical Data Reports," which include information on enrollments by numerous categories, employment, student financial aid, student retention, and other matters, contain more than 300,000 data cells.

The definition and format are not always compatible with University data needs, but participation in this reporting system gives continuity in many important areas.

The HEGIS and OCR data collection provide a great volume of information about most areas of University activity that is pertinent to evaluation and long-range planning. Predictably, the definitions established for the various data elements in these reports are not always consistent with one another, and they are often markedly different from practices followed in the various institutions and from State reporting requirements. A substantial measure of adaptation is necessary so that these major reporting efforts can be used as basic sources for the performance measurement system of The University needed for its own planning and other purposes. The principal reporting requirements added to HEGIS and OCR reports are the North Carolina Higher Education Data Collection (which with the HEGIS data are the bases for the annual Statistical Abstract of Higher Education in North Carolina), and various State reports.

The federal and State informational and reporting requirements necessitate a significant commitment of University resources in compliance. Thus, University requirements must be joined as closely as possible to a major reliance on the federal and State data collections.

Within that constraint, the Board of Governors collects the information needed to assess activities and to meet its overall planning and coordinating responsibilities.

3. The Accreditation Process

The third major information-gathering activity is the institution and program accreditation processes. Each of the constituent institutions of The University is accredited by the Southern Association of Colleges and Schools. Accreditation must be renewed at ten-year intervals. The process requires a major institutional self-study, a site visit by an accreditation survey team, and then a report back to the institution by the Association. In addition to these institution-wide accreditation processes, there are separate accreditation arrangements for many professional programs. For example, schools of nursing, medicine, law, education, and business administration at various institutions must meet individual accreditation association requirements, typically involving departmental self-studies, site visits, and reports.

In some instances such program accreditation is mandatory if graduates of the schools are to be eligible to be licensed to practice their profession. Standards and criteria for accreditation vary widely in specificity and in rigor of application among the various professions and associations.

4. Special Studies and Program Reviews

The fourth major information-gathering activity consists of special planning studies and the reviews and evaluations of existing academic programs that are conducted by the Board of Governors from time to time. Chapter Four above contains a report on special studies and reviews which have been conducted recently and outlines those called for during the period 1981-1983.

D. Schedule for Future Planning

1. Amendment of the Academic Program Plan: Sequence and Frequency

This long-range plan will continue to be reviewed and revised on a biennial basis.

Planning at the institutional level will focus upon the review of the "Statement of Mission" of each constituent institution (including all those elements as outlined in Chapter Four above) together with appropriate further definitions by the Board of Governors of institutional responsibilities and objectives and assignments in research and public service. This review will be coordinated with and supplemented by special planning studies and program evaluations that may be initiated by the Board of Governors, and the established processes of liaison and consultation with the Community College System, with the private colleges and universities, and such other agencies and organizations as may be required.

The President shall provide to each Chancellor in the spring of 1982 guidelines and instructions for the preparation of any proposed amendments to the long-range plan. Each Chancellor will submit to the President, after appropriate consultation with faculty, any proposed revisions in the organization, the academic program, or the educational mission of the institution over the next five-year period. The proposed revisions in the long-range plan shall include the following elements:

(1) Status reports on new program planning that has been previously authorized;

(2) Recommendations for the discontinuance of any existing degree program or program track;

(3) Requests for the establishment of any new college or professional school, any proposed major reorganization in the structure or status of existing colleges or schools, or any new public service institute or center;

(4) Other pertinent recommendations, requests, or projections concerning research, public service, student services, administrative support, or other areas, as may be required by the President and the Board of Governors or as the institution may need to incorporate into its planning proposals.

These comprehensive requests for revisions of the institutional plans shall be submitted in a format and on a schedule to be established by the President. The President shall submit the institutional proposals and other special studies and reports that he may have prepared, together with his recommendations, to the Committee on Educational Planning, Policies, and Programs of the Board of Governors. The Committee shall then make its report and recommendations to the Board, and the Board will take such actions to amend the long-range plan as it may deem necessary and appropriate.

The Board shall then issue a revised long-range plan during 1983. The next cycle for comprehensive review and consideration of amendments to the long-range plan will then be initiated in time for the process to be completed in 1985.

2. Planning and Establishing New Programs

Requests for authorization to plan and to establish new degree programs may be submitted at any time for review by the President in accordance with the Academic Program Development Procedures. Requests for authorization to establish degree-related extension programs may be submitted at any time for review by the President in accordance with Revised

Policies and Procedures for Planning and Conducting Degree-related Extension Instruction Activities included as an appendix to this plan.

Requests for authorization to plan new degree programs in discipline divisions or at levels of training not previously authorized, however, may be submitted only in conjunction with the biennial revisions of the long-range plan.

No institution is authorized at this time to request approval to plan new programs at the first professional level.

Only the institutions currently authorized to offer programs at the doctoral level may request approval to plan new programs at this level and only in instances of compelling and demonstrable need.

E. Conclusion

This description of the long-range planning objectives and processes has placed considerable emphasis upon the importance of flexibility and the need for procedures that call for regular assessment and adaptation of the plan and of assignments of responsibilities to each institution. These objectives are incorporated into the procedures that call for regular review of the plan and related institutional missions and tasks.

It is important to conclude this planning document by noting that these procedures for change should not be construed to imply that institutional missions and the objectives and tasks declared in this plan are ephemeral or casual, or lightly to be altered. The capacity for change is essential, but so is a measure of stability and continuity. The plan reflects not only the current opinions of the institutions and the Board of Governors, but the experience that has shaped the institutions and their programs. In the absence of major and rapid shifts in circumstances, needs, and opportunities of the institutions, it is reasonable to anticipate that future program changes will likely be relatively slow and incremental. The necessity not to compromise the quality of needed existing programs by the creation of new ones means that the need for program additions must be well-documented, and that more rigorous attention must be directed to the existing program structure in all planning for new programs.

APPENDIX

Table A-2-1

HEADCOUNT ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA BY INSTITUTION, CLASS, AND LEVEL OF INSTRUCTION, FALL 1979

INSTITUTION	UNDERGRADUATE							FIRST PROFESSIONAL[3]	GRADUATE	GRAND TOTAL
	FIRST-TIME FRESHMAN[1]	OTHER FRESHMAN[1]	SOPHOMORE[1]	JUNIOR	SENIOR & 5TH YR[2]	SPECIAL/ UNCLASS.	TOTAL UNDERGRAD.			
PUBLIC INSTITUTIONS										
UNIVERSITY OF NORTH CAROLINA										
APPALACHIAN	1,962	709	1,761	1,672	1,909	264	8,277	-	965	9,242
EAST CAROLINA	2,472	1,475	2,506	2,100	2,061	210	10,824	105	1,945	12,874
(ACADEMIC AFFAIRS)	(2,304)	(1,419)	(2,319)	(1,852)	(1,711)	(210)	(9,815)	(-)	(1,808)	(11,623)
(HEALTH AFFAIRS)	(168)	(56)	(187)	(248)	(350)	(-)	(1,009)	(105)	(137)	(1,251)
ELIZABETH CITY	346	230	317	258	340	33	1,524	-	-	1,524
FAYETTEVILLE	465	564	418	352	482	-	2,281	-	-	2,281
N.C. A AND T	1,069	1,106	944	821	834	89	4,863	-	544	5,407
N.C. CENTRAL	854	533	890	720	698	315	4,010	207	700	4,917
N.C. SCHOOL OF THE ARTS										
COLLEGE	101	27	110	98	95	20	451	-	-	451
(HIGH SCHOOL)[4]	(-)	(-)	(-)	(-)	(-)	(223)	(223)	(-)	(-)	(223)
N.C. STATE	3,189	1,069	3,561	2,961	3,121	1,624	15,525	-	3,991	19,516
PEMBROKE	371	329	413	457	336	196	2,102	-	129	2,231
UNC-ASHEVILLE	215	488	315	213	247	415	1,893	-	-	1,893
UNC-CHAPEL HILL	3,444	10	2,940	3,470	3,916	858	14,638	1,622	4,524	20,784
(ACADEMIC AFFAIRS)	(3,444)	(10)	(2,932)	(3,001)	(3,303)	(844)	(13,534)	(652)	(3,497)	(17,683)
(HEALTH AFFAIRS)	(-)	(-)	(8)	(469)	(613)	(14)	(1,104)	(970)	(1,027)	(3,101)
UNC-CHARLOTTE	1,250	360	1,981	1,946	1,537	629	7,703	-	1,242	8,945
UNC-GREENSBORO	1,384	119	1,552	1,726	1,806	556	7,143	-	2,782	9,925
UNC-WILMINGTON	908	482	1,023	609	671	439	4,132	-	126	4,258
WESTERN CAROLINA	1,331	930	1,145	876	920	148	5,350	-	924	6,274
WINSTON-SALEM	513	383	411	351	348	218	2,224	-	-	2,224
UNC TOTAL	19,874	8,814	20,287	18,630	19,321	6,014	92,940	1,934	17,872	112,746
MILITARY CENTERS										
FORT BRAGG[5]	10	19	54	64	51	480	678	-	209	887
CAMP LEJEUNE	203	132	28	11	4	19	397	-	52	449
CHERRY POINT	109	195	44	16	5	7	376	-	106	482
MILITARY CENTERS TOTAL	322	346	126	91	60	506	1,451	-	367	1,818
GRAND TOTAL	20,196	9,160	20,413	18,721	19,381	6,520	94,391	1,934	18,239	114,564

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[1] Includes terminal occupational students.

[2] Fifth-year includes students who are enrolled in programs requiring five years of study for a bachelor's degree (architecture, engineering, etc.).

[3] First Professional includes students who are in professional schools or programs (law, medicine, dentistry, and theology) which require at least two or more academic years of college work for entrance.

[4] High School figures are not included in totals.

[5] Fayetteville State University is in charge of undergraduate programs and East Carolina University and N.C. State University are in charge of graduate programs.

Table A-2-2

GEOGRAPHIC ORIGIN OF UNDERGRADUATE HEADCOUNT ENROLLMENT IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, FALL 1979

INSTITUTION	COUNTY OF LOCATION		ADJACENT COUNTIES		ALL OTHER N.C. COUNTIES		OUT-OF-STATE		TOTAL UNDERGRADUATE ENROLLMENT	
	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent
PUBLIC INSTITUTIONS										
UNIVERSITY OF NORTH CAROLINA										
Appalachian	606	7.3%	582	7.0%	6,495	78.5%	594	7.2%	8,277	100.0%
East Carolina	1,267	11.7	1,580	14.6	6,756	62.4	1,221	11.3	10,824	100.0
Elizabeth City	322	21.1	147	9.7	820	53.8	235	15.4	1,524	100.0
Fayetteville	1,296	56.8	200	8.8	481	21.1	304	13.3	2,281	100.0
N.C. A & T	1,018	20.9	407	8.4	2,275	46.8	1,163	23.9	4,863	100.0
N.C. Central	992	24.7	435	10.9	2,123	52.9	460	11.5	4,010	100.0
N.C. School of the Arts										
College	62	13.8	20	4.4	115	25.5	254	56.3	451	100.0
(High School)[1]	(31)	(11.7)	(12)	(4.5)	(98)	(36.8)	(125)	(47.0)	(266)	100.0
N.C. State	4,000	25.8	1,171	7.5	8,389	54.0	1,965	12.7	15,525	100.0
Pembroke	996	47.4	692	32.9	343	16.3	71	3.4	2,102	100.0
UNC-Asheville	1,257	66.4	354	18.7	178	9.4	104	5.5	1,893	100.0
UNC-Chapel Hill	826	5.6	1,315	9.0	10,553	72.1	1,944	13.3	14,638	100.0
UNC-Charlotte	3,177	41.2	1,352	17.6	2,493	32.4	681	8.8	7,703	100.0
UNC-Greensboro	2,348	32.9	1,558	21.8	2,523	35.3	714	10.0	7,143	100.0
UNC-Wilmington	1,557	37.7	266	6.4	2,065	50.0	244	5.9	4,132	100.0
Western Carolina	466	8.7	621	11.6	3,713	69.4	550	10.3	5,350	100.0
Winston-Salem	730	32.8	222	10.0	1,064	47.8	208	9.4	2,224	100.0
UNC Total	20,920	22.5	10,922	11.8	50,386	54.2	10,712	11.5	92,940	100.0
COMMUNITY COLLEGES[2]										
Beaufort County	118	84.3	16	11.4	1	0.7	5	3.6	140	100.0
Caldwell	219	64.0	101	29.5	7	2.1	15	4.4	342	100.0
Central Piedmont	2,259	87.1	249	9.6	72	2.8	14	0.5	2,594	100.0
Coastal Carolina	573	69.9	21	2.6	29	3.5	197	24.0	820	100.0
College of the Albemarle	218	44.1	101	20.4	148	30.0	27	5.5	494	100.0
Craven	257	75.0	20	5.8	20	5.8	46	13.4	343	100.0
Davidson County	413	51.7	354	44.3	11	1.4	21	2.6	799	100.0
Gaston	875	75.8	223	19.3	13	1.1	43	3.8	1,154	100.0
Halifax	107	77.0	28	20.1	4	2.9	-	-	139	100.0
Isothermal	376	83.5	58	12.9	4	0.9	12	2.7	450	100.0
Lenoir	391	71.7	112	20.6	28	5.1	14	2.6	545	100.0
Martin	73	60.4	42	34.7	5	4.1	1	0.8	121	100.0
Mitchell	335	80.9	66	16.0	8	1.9	5	1.2	414	100.0
Pitt	73	67.6	15	13.9	11	10.2	9	8.3	108	100.0
Rockingham	569	77.1	156	21.2	9	1.2	4	0.5	738	100.0
Sandhills	263	47.5	204	36.8	71	12.8	16	2.9	554	100.0
Southeastern	253	62.0	88	21.6	56	13.7	11	2.7	408	100.0
Surry	436	68.5	155	24.3	16	2.5	30	4.7	637	100.0

Table A-2-2 (cont'd.)

GEOGRAPHIC ORIGIN OF UNDERGRADUATE HEADCOUNT ENROLLMENT IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, FALL 1979

INSTITUTION	COUNTY OF LOCATION		ADJACENT COUNTIES		ALL OTHER N.C. COUNTIES		OUT-OF-STATE		TOTAL UNDERGRADUATE ENROLLMENT	
	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent
COMMUNITY COLLEGES (Cont.)										
Tri-County	107	53.5%	79	39.5%	2	1.0%	12	6.0%	200	100.0%
Vance-Granville	78	42.4	96	52.2	3	1.6	7	3.8	184	100.0
Wayne	503	86.7	47	8.1	22	3.8	8	1.4	580	100.0
Western Piedmont	254	74.1	81	23.6	8	2.3	-	-	343	100.0
Wilkes	260	63.9	129	31.7	12	2.9	6	1.5	407	100.0
Community Colleges Total	9,010	72.0	2,441	19.5	560	4.5	503	4.0	12,514	100.0
PUBLIC TOTAL	29,930	28.4	13,363	12.7	50,946	48.3	11,215	10.6	105,454	100.0
PRIVATE INSTITUTIONS SENIOR COLLEGES & UNIV.										
Atlantic Christian	362	22.1	406	24.7	563	34.3	311	18.9	1,642	100.0
Barber-Scotia	28	8.3	81	24.0	114	33.7	115	34.0	338	100.0
Belmont Abbey	136	17.5	94	12.1	61	7.8	486	62.6	777	100.0
Bennett	92	14.8	56	9.0	157	25.2	317	51.0	622	100.0
Campbell	271	16.0	591	34.9	545	32.1	289	17.0	1,696	100.0
Catawba	188	19.3	122	12.5	259	26.5	407	41.7	976	100.0
Davidson	74	5.4	42	3.0	320	23.2	943	68.4	1,379	100.0
Duke	221	3.6	138	2.2	689	11.2	5,123	83.0	6,171	100.0
Elon	713	28.5	289	11.6	584	23.3	915	36.6	2,501	100.0
Gardner-Webb	305	21.5	360	25.3	455	32.0	302	21.2	1,422	100.0
Greensboro	138	20.4	75	11.1	220	32.5	243	36.0	676	100.0
Guilford	531	31.8	268	16.0	263	15.7	611	36.5	1,673	100.0
High Point	354	28.8	315	25.7	129	10.5	430	35.0	1,228	100.0
Johnson C. Smith	193	13.7	51	3.6	388	27.5	778	55.2	1,410	100.0
Lenoir Rhyne	291	22.5	201	15.6	436	33.8	363	28.1	1,291	100.0
Livingstone	131	14.0	42	4.5	372	39.6	393	41.9	938	100.0
Mars Hill	223	11.4	441	22.5	767	39.2	527	26.9	1,958	100.0
Meredith	367	23.7	101	6.5	856	55.2	226	14.6	1,550	100.0
Methodist	398	43.1	58	6.3	139	15.0	329	35.6	924	100.0
N.C. Wesleyan	123	16.7	247	33.5	159	21.6	208	28.2	737	100.0
Pfeiffer	95	11.3	169	20.0	291	34.5	289	34.2	844	100.0
Queens	327	52.4	45	7.2	79	12.7	173	27.7	624	100.0
Sacred Heart	268	56.4	79	16.6	18	3.8	110	23.2	475	100.0
St. Andrews	59	9.4	36	5.7	248	39.6	284	45.3	627	100.0
St. Augustine's	301	17.1	147	8.3	590	33.4	727	41.2	1,765	100.0
Salem	158	24.3	53	8.2	203	31.2	236	36.3	650	100.0
Shaw	122	8.8	65	4.7	419	30.2	783	56.3	1,389	100.0
Wake Forest	346	10.5	227	6.9	977	29.7	1,736	52.9	3,286	100.0

Table A-2-2 (cont'd.)

GEOGRAPHIC ORIGIN OF UNDERGRADUATE HEADCOUNT ENROLLMENT IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, FALL 1979

INSTITUTION	COUNTY OF LOCATION		ADJACENT COUNTIES		ALL OTHER N.C. COUNTIES		OUT-OF-STATE		TOTAL UNDERGRADUATE ENROLLMENT	
	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent
SENIOR COLLEGES & UNIV. (Cont.)										
Warren Wilson	74	14.6%	21	4.1%	73	14.4%	340	66.9%	508	100.0%
Wingate	324	21.6	381	25.4	628	41.8	168	11.2	1,501	100.0
Senior Colleges and Universities Total	7,213	17.3	5,201	12.5	11,002	26.5	18,162	43.7	41,578	100.0
JUNIOR COLLEGES										
Brevard	94	13.0	63	8.7	274	38.0	291	40.3	722	100.0
Chowan	49	4.4	81	7.3	365	33.0	613	55.3	1,108	100.0
Lees-McRae	23	3.2	31	4.3	479	67.1	181	25.4	714	100.0
Louisburg	101	14.2	257	36.2	273	38.5	79	11.1	710	100.0
Montreat-Anderson	65	15.1	16	3.7	140	32.5	210	48.7	431	100.0
Mount Olive	103	28.0	98	26.6	141	38.3	26	7.1	368	100.0
Peace	98	19.9	49	10.0	292	59.3	53	10.8	492	100.0
St. Mary's	52	16.2	17	5.3	175	54.5	77	24.0	321	100.0
Junior Colleges Total	585	12.0	612	12.6	2,139	44.0	1,530	31.4	4,866	100.0
PRIVATE SENIOR AND JUNIOR TOTAL	7,798	16.8	5,813	12.5	13,141	28.3	19,692	42.4	46,444	100.0
THEOLOGICAL SEMINARY										
Southeastern Baptist Theological Seminary	DATA NOT AVAILABLE									
BIBLE COLLEGES										
John Wesley	32	47.1	21	30.9	10	14.7	5	7.3	68	100.0
Piedmont	90	19.0	51	10.8	91	19.2	241	51.0	473	100.0
Roanoke	38	31.4	1	0.8	24	19.8	58	48.0	121	100.0
Bible Colleges Total	160	24.2	73	11.0	125	18.9	304	45.9	662	100.0
PRIVATE TOTAL	7,958	16.9	5,886	12.5	13,266	28.2	19,996	42.4	47,106	100.0
GRAND TOTAL	37,888	24.8	19,249	12.6	64,212	42.1	31,211	20.5	152,560	100.0

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[1] High school figures are not included in totals.

[2] College transfer program only.

NOTE: Totals do not include institutions for which data were not available. In-state or out-of-state residence status for this table is the same as for tuition purposes with few exceptions.

Table A-2-3

HEADCOUNT ENROLLMENT IN NORTH CAROLINA COMMUNITY COLLEGES AND TECHNICAL INSTITUTES AND COLLEGES BY INSTITUTION, FALL 1979

INSTITUTION	COLLEGE TRANSFER	GENERAL EDUCATION	SPECIAL CREDIT	TECHNICAL	VOCATIONAL	CURRICULUM TOTAL
COMMUNITY COLLEGES						
BEAUFORT CO.	140	32	-	579	301	1,051
CALDWELL	342	-	486	630	286	1,744
CENTRAL PIEDMONT	2,594	2,551	1,005	7,382	1,369	14,901
COASTAL CAROLINA	820	-	-	976	361	2,157
C. OF ALBEMARLE	494	8	-	404	176	1,082
CRAVEN	343	4	325	653	215	1,540
DAVIDSON COUNTY	799	-	42	919	277	2,037
GASTON	1,154	-	70	1,314	518	3,056
HALIFAX	139	52	109	488	213	1,001
ISOTHERMAL	450	-	453	360	240	1,503
LENOIR	545	-	255	700	426	1,926
MARTIN	121	12	45	287	215	680
MITCHELL	414	-	243	354	208	1,219
PITT	108	-	506	1,080	358	2,052
ROCKINGHAM	738	-	-	374	193	1,305
SANDHILLS	554	18	121	690	175	1,558
SOUTHEASTERN	408	-	543	606	166	1,723
SURRY	637	-	97	815	279	1,828
TRI-COUNTY	200	-	-	211	223	634
VANCE-GRANVILLE	184	-	-	766	282	1,232
WAYNE	580	-	133	1,205	313	2,231
WESTERN PIEDMONT	343	-	203	855	155	1,556
WILKES	407	-	509	1,008	213	2,137
COMMUNITY COLLEGES TOTAL	12,514	2,677	5,145	22,655	7,162	50,153
TECHNICAL INSTITUTES AND COLLEGES						
ANSON	-	40	2	306	139	487
ASHEVILLE-BUNCOMBE	-	-	-	1,625	437	2,062
BLADEN	-	58	-	152	207	417
BLUE RIDGE	-	41	2	482	333	858
CAPE FEAR	-	-	-	1,251	360	1,611
CARTERET	-	85	-	459	308	852
CATAWBA VALLEY	-	-	345	1,490	255	2,090
CENTRAL CAROLINA	-	141	141	1,298	381	1,961
CLEVELAND CO.	-	151	84	616	254	1,105
DURHAM	-	35	611	1,752	268	2,666
EDGECOMBE	-	10	294	513	156	973
FAYETTEVILLE	-	568	-	3,715	1,030	5,313
FORSYTH	-	-	105	2,053	498	2,656
GUILFORD	-	49	979	2,000	531	3,559
HAYWOOD	-	-	59	408	364	831
JAMES SPRUNT	-	123	-	386	236	745
JOHNSTON	-	155	222	712	550	1,639
MAYLAND	-	55	83	205	219	562
MCDOWELL	-	36	44	140	298	518
MONTGOMERY	-	1	15	126	254	396
NASH	-	57	80	744	235	1,116
PAMLICO	-	-	-	86	66	152
PIEDMONT	-	3	45	377	212	637
RANDOLPH	-	164	-	557	235	956
RICHMOND	-	71	24	603	350	1,048
ROANOKE-CHOWAN	-	-	-	433	180	613
ROBESON	-	91	74	520	436	1,121
ROWAN	-	-	193	1,269	311	1,773
SAMPSON	-	102	55	376	342	875
SOUTHWESTERN	-	-	217	445	170	832
STANLY	-	59	135	433	120	747
T. C. OF ALAMANCE	-	-	142	1,229	249	1,620
WAKE	-	-	-	1,218	337	1,555
WILSON CO.	-	99	159	677	236	1,171
TECHNICAL INSTITUTES TOTAL	-	2,194	4,110	28,656	10,557	45,517
GRAND TOTAL	12,514	4,871	9,255	51,311	17,719	95,670

Table A-2-4

ENROLLMENT TRENDS IN NORTH CAROLINA PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES, FALL 1900 - FALL 1979

Year (Fall)	Public Institutions[1]		Private Institutions[2]		All Institutions
	Number	Percent	Number	Percent	Number
1900	1,766	37.6%	2,932	62.4%	4,698
1910	2,581	39.2	4,005	60.8	6,586
1920	4,751	59.7	3,210	40.3	7,961
1930	9,324	49.3	9,605	50.7	18,929
1940	15,233	47.7	16,713	52.3	31,946
1950	23,870	53.4	20,872	46.6	44,742
1955	25,968	52.0	23,957	48.0	49,925
1956	28,228	51.8	26,306	48.2	54,534
1957	28,414	50.8	27,481	49.2	55,895
1958	30,498	50.8	29,575	49.2	60,073
1959	33,063	52.2	30,325	47.8	63,388
1960	35,894	53.1	31,679	46.9	67,573
1961	40,056	53.3	35,145	46.7	75,201
1962	43,419	53.7	37,385	46.3	80,804
1963	47,567	55.3	38,518	44.7	86,085
1964	52,541	56.2	40,892	43.8	93,433
1965	60,922	58.1	43,930	41.9	104,852
1966	67,065	59.5	45,740	40.5	112,805
1967	73,708	61.1	46,850	38.9	120,558
1968	79,076	62.3	47,763	37.7	126,839
1969	84,427	63.9	47,708	36.1	132,135
1970	92,597	65.9	47,888	34.1	140,485
1971	96,371	66.0	49,636	34.0	146,007
1972	98,407	66.5	49,618	33.5	148,025
1973	101,378	67.5	48,883	32.5	150,261
1974	108,638	68.9	49,040	31.1	157,678
1975	119,294	70.7	49,350	29.3	168,644
1976	117,468	69.8	50,788	30.2	168,256
1977	120,684	69.9	51,862	30.1	172,546
1978	122,148	70.0	52,248	30.0	174,396
1979	127,078	70.3	53,756	29.7	180,834

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[1] Includes college transfer students in Community Colleges.

[2] Includes seminary and Bible colleges.

Table A-2-5

FALL HEADCOUNT ENROLLMENT BY RESIDENCE STATUS AND LEVEL OF INSTRUCTION IN NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1969 - 1979

		IN-STATE				OUT-OF-STATE				STATEWIDE				
YEAR	TYPE OF CONTROL	Under-graduate	Graduate	Total	Percent In-State	Under-graduate	Graduate	Total	Percent Out-of-State	Under-graduate	Percent Under-graduate	Graduate	Percent Graduate	TOTAL
1969	Public	61,386	7,190	68,576	81.23	11,731	4,120	15,851	18.77	73,117	86.60	11,310	13.40	84,427
	Private	24,308	1,388	25,696	53.86	19,496	2,516	22,012	46.14	43,804	91.82	3,904	8.18	47,708
	Total	85,694	8,578	94,272	71.35	31,227	6,636	37,863	28.65	116,921	88.49	15,214	11.51	132,135
1970	Public	68,211	8,346	76,557	82.68	11,602	4,438	16,040	17.32	79,813	86.19	12,784	13.81	92,597
	Private	24,257	1,310	25,567	53.39	19,731	2,590	22,321	46.61	43,988	91.86	3,900	8.14	47,888
	Total	92,468	9,656	102,124	72.69	31,333	7,028	38,361	27.31	123,801	88.12	16,684	11.88	140,485
1971	Public	71,518	9,284	80,802	83.84	11,161	4,408	15,569	16.16	82,679	85.79	13,692	14.21	96,371
	Private	25,360	1,439	26,799	53.99	20,085	2,752	22,837	46.01	45,445	91.56	4,191	8.44	49,636
	Total	96,878	10,723	107,601	73.70	31,246	7,160	38,406	26.30	128,124	87.75	17,883	12.25	146,007
1972	Public	74,029	10,270	84,299	85.66	9,832	4,276	14,108	14.34	83,861	85.22	14,546	14.78	98,407
	Private	24,764	1,602	26,366	53.14	20,158	3,094	23,252	46.86	44,922	90.54	4,696	9.46	49,618
	Total	98,793	11,872	110,665	74.76	29,990	7,370	37,360	25.24	128,783	87.00	19,242	13.00	148,025
1973	Public	76,990	11,768	88,758	87.55	8,735	3,885	12,620	12.45	85,725	84.56	15,653	15.44	101,378
	Private	24,138	1,704	25,842	52.87	19,860	3,181	23,041	47.13	43,998	90.01	4,885	9.99	48,883
	Total	101,128	13,472	114,600	76.27	28,595	7,066	35,661	23.73	129,723	86.33	20,538	13.67	150,261
1974	Public	82,063	13,447	95,510	87.92	9,189	3,939	13,128	12.08	91,252	84.00	17,386	16.00	108,638
	Private	24,658	1,962	26,620	54.28	19,243	3,177	22,420	45.72	43,901	89.52	5,139	10.48	49,040
	Total	106,721	15,409	122,130	77.46	28,432	7,116	35,548	22.54	135,153	85.71	22,525	14.29	157,678
1975	Public	90,671	15,660	106,331	89.13	8,962	4,001	12,963	10.87	99,633	83.52	19,661	16.48	119,294
	Private	24,639	2,163	26,802	54.31	19,255	3,293	22,548	45.69	43,894	88.94	5,456	11.06	49,350
	Total	115,310	17,823	133,133	78.94	28,217	7,294	35,511	21.06	143,527	85.11	25,117	14.89	168,644
1976	Public	88,216	15,692	103,908	88.46	9,662	3,898	13,560	11.54	97,878	83.32	19,590	16.68	117,468
	Private	25,458	2,341	27,799	54.74	19,560	3,429	22,989	45.26	45,018	88.64	5,770	11.36	50,788
	Total	113,674	18,033	131,707	78.28	29,222	7,327	36,549	21.72	142,896	84.93	25,360	15.07	168,256
1977	Public	91,305	15,452	106,757	88.46	9,880	4,047	13,927	11.54	101,185	83.84	19,499	16.16	120,684
	Private	25,994	2,870	28,864	55.66	19,623	3,375	22,998	44.34	45,617	87.96	6,245	12.04	51,862
	Total	117,299	18,322	135,621	78.60	29,503	7,422	36,925	21.40	146,802	85.08	25,744	14.92	172,546
1978	Public	91,496	15,807	107,303	87.85	10,763	4,082	14,845	12.15	102,259	83.72	19,889	16.28	122,148
	Private	26,230	3,279	29,509	56.48	19,523	3,216	22,739	43.52	45,753	87.57	6,495	12.43	52,248
	Total	117,726	19,086	136,812	78.45	30,286	7,298	37,584	21.55	148,012	84.87	26,384	15.13	174,396
1979	Public	95,220	16,089	111,309	87.59	11,685	4,084	15,769	12.41	106,905	84.13	20,173	15.87	127,078
	Private	27,146	3,382	30,528	56.79	20,047	3,181	23,228	43.21	47,193	87.79	6,563	12.21	53,756
	Total	122,366	19,471	141,837	78.43	31,732	7,265	38,997	21.57	154,098	85.22	26,736	14.78	180,834

Table A-2-6

ENROLLMENT TRENDS BY SEX AND FULL-TIME AND PART-TIME IN NORTH CAROLINA COLLEGES AND UNIVERSITIES, FALL 1969 - FALL 1979

YEAR, ENROLLMENT, AND PERCENT	UNC					STATEWIDE				
	Male	Female	Full-Time	Part-Time	Total	Male	Female	Full-Time	Part-Time	Total
Fall 1969										
Enrollment	42,959	31,152	63,062	11,049	74,111	76,871	55,264	113,288	18,847	132,135
Percent	58.0	42.0	85.1	14.9	100.0	58.2	41.8	85.7	14.3	100.0
Fall 1970										
Enrollment	46,215	34,059	67,865	12,409	80,274	81,842	58,643	119,491	20,994	140,485
Percent	57.6	42.4	84.5	15.5	100.0	58.3	41.7	85.1	14.9	100.0
Fall 1971										
Enrollment	48,282	36,608	72,629	12,261	84,890	85,482	63,226	126,366	22,342	148,708
Percent	56.9	43.1	85.6	14.4	100.0	57.5	42.5	85.0	15.0	100.0
Fall 1972										
Enrollment	48,774	38,857	74,338	13,293	87,631	83,962	64,063	127,341	20,684	148,025
Percent	55.7	44.3	84.8	15.2	100.0	56.7	43.3	86.0	14.0	100.0
Fall 1973										
Enrollment	49,488	40,966	75,471	14,983	90,454	83,953	66,308	127,676	22,585	150,261
Percent	54.7	45.3	83.4	16.6	100.0	55.9	44.1	85.0	15.0	100.0
Fall 1974										
Enrollment	52,086	44,945	79,294	17,737	97,031	86,602	71,076	131,221	26,457	157,678
Percent	53.7	46.3	81.7	18.3	100.0	54.9	45.1	83.2	16.8	100.0
Fall 1975										
Enrollment	55,445	49,341	84,135	20,651	104,786	92,148	76,496	137,465	31,179	168,644
Percent	52.9	47.1	80.3	19.7	100.0	54.6	45.4	81.5	18.5	100.0
Fall 1976										
Enrollment	53,652	51,155	83,681	21,126	104,807	87,929	80,327	137,596	30,660	168,256
Percent	51.2	48.8	79.8	20.2	100.0	52.3	47.7	81.8	18.2	100.0
Fall 1977										
Enrollment	53,875	53,452	85,213	22,114	107,327	87,999	84,547	139,545	33,001	172,546
Percent	50.2	49.8	79.4	20.6	100.0	51.0	49.0	80.9	19.1	100.0
Fall 1978										
Enrollment	53,755	55,409	85,956	23,208	109,164	87,306	87,090	140,451	33,945	174,396
Percent	49.2	50.8	78.7	21.3	100.0	50.1	49.9	80.5	19.5	100.0
Fall 1979										
Enrollment	55,198	57,548	87,862	24,884	112,746	89,342	91,492	143,811	37,023	180,834
Percent	49.0	51.0	77.9	22.1	100.0	49.4	50.6	79.5	20.5	100.0

Table A-4-1

INVENTORY OF POSTSECONDARY CERTIFICATE AND ASSOCIATE DEGREE PROGRAMS IN THE UNIVERSITY OF NORTH CAROLINA

Institution	Program	Awarded for Completion
FSU	Art	Associate Arts
FSU	Biology Concentration	Associate Arts
FSU	Business Administration	Associate Arts
FSU	Chemistry Concentration	Associate Arts
FSU	Communicative Arts (English)	Associate Arts
FSU	Early Childhood Education	Associate Arts
FSU	Economics	Associate Arts
FSU	French	Associate Arts
FSU	General Education	Associate Arts
FSU	General Education for Prospective Biology Majors	Associate Arts
FSU	General Education for Prospective Chemistry Majors	Associate Arts
FSU	General Mathematics	Associate Arts
FSU	Geography	Associate Arts
FSU	History	Associate Arts
FSU	Intermediate Education	Associate Arts
FSU	Mathematics - Computer Science	Associate Arts
FSU	Music	Associate Arts
FSU	Political Science	Associate Arts
FSU	Recreation	Associate Arts
FSU	Secretarial Science	Associate Arts
FSU	Sociology	Associate Arts
FSU	Spanish	Associate Arts
NCSU-R	Agricultural Equipment Technology	Assoc. in Applied Agric.
NCSU-R	Agricultural Pest Control	Assoc. in Applied Agric.
NCSU-R	Field Crops Technology	Assoc. in Applied Agric.
NCSU-R	Flower & Nursery Crop Technology	Assoc. in Applied Agric.
NCSU-R	Food Processing, Distribution and Service	Assoc. in Applied Agric.
NCSU-R	General Agriculture	Assoc. in Applied Agric.
NCSU-R	Livestock Management & Technology Animal Husbandry Option Dairy Husbandry Option	Assoc. in Applied Agric.
NCSU-R	Turfgrass Management	Assoc. in Applied Agric.
UNC-CH	Dental Hygiene (2 yr. program)	Certificate
UNC-CH	Surgeon's Asst. Type B	Certificate
UNC-CH	Cytotechnology	Certificate
UNC-CH	Radiation Therapy	Certificate
UNC-CH	Nuclear Medicine Technology	Certificate
UNC-CH	Histopathology	Certificate
UNC-CH	Electron Microscopy	Certificate
UNC-CH	Family Nurse Practitioner	Certificate
UNC-CH	Dental Assisting Program	Certificate
UNC-CH	Ultra-sound Technology	Certificate
UNC-W	Nursing	Associate Arts

*The programs at Fayetteville State University are offered only at Fort Bragg for military personnel.

Table A-4-2

SUMMARY OF PROGRAMS APPROVED BY THE BOARD OF GOVERNORS FOR CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA BY INSTITUTION AND LEVEL SINCE JULY 1, 1972[a]

	Degree Level[b]					
Institution	B	M	P	C	D	Total
Appalachian State University	8	7		1		16
East Carolina University	3	6	1	4	5	19
Elizabeth City State University. . .	6					6
Fayetteville State University. . . .	5	1				6
North Carolina Agricultural and Technical State University	6	4				10
North Carolina Central University. .	3					3
North Carolina School of the Arts. .						
North Carolina State University. . .	2	5	1		1	9
Pembroke State University	5	2				7
University of North Carolina at Asheville	2					2
University of North Carolina at Chapel Hill.	14	5	1	1	4	25
University of North Carolina at Charlotte.	4	4				8
University of North Carolina at Greensboro	2	4		5		11
University of North Carolina at Wilmington	4	3				7
Western Carolina University. . . .	3	4		2		9
Winston-Salem State University . .	6					6
TOTAL	73	45	3	13	10	144

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[a] Because of the moratorium on new instructional programs, the first of these programs was established April 11, 1974.

[b] Degree Level Codes
B - Bachelor's
M - Master's
P - Professional
C - Certificate of Advanced Study
D - Doctoral

Table A-4-3

SUMMARY OF PROGRAMS APPROVED BY THE BOARD OF GOVERNORS FOR CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA BY PROGRAM AREA AND LEVEL SINCE JULY 1, 1972[a]

Program Area	Degree Level[b]					
	B	M	P	C	D	Total
Agriculture and Natural Resources	1	1				2
Architecture and Environmental Design	4					4
Area Studies	2	1				3
Biological Sciences		4		1	8	13
Business and Management	2	3				5
Communications	1					1
Computer and Information Sciences	2	1				3
Education	12	16		5		33
Engineering	1	3				4
Fine and Applied Arts	3	2		1		6
Foreign Languages	1					1
Health Professions	10	5	3			18
Home Economics	1	1		1		3
Law						
Letters	4	1		1		6
Library Science					1	1
Mathematics	1					1
Physical Sciences	6	1				7
Psychology	3	1		4	1	9
Public Affairs and Services . . .	5	4				9
Social Sciences	9	1				10
Interdisciplinary Studies	5					5
TOTAL	73	45	3	13	10	144

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[a] Because of the moratorium on new instructional programs, the first of these programs was established April 11, 1974.

[b] Degree Level Codes
B - Bachelor's
M - Master's
P - Professional
C - Certificate of Advanced Study
D - Doctoral

Table A-4-4

SUMMARY OF PROGRAMS DISCONTINUED BY THE BOARD OF GOVERNORS AT CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA BY PROGRAM AREA AND LEVEL SINCE JULY 1, 1972

Program Area	Degree Level[a]					
	B	M	P	I	D	Total
Agriculture and Natural Resources						
Architecture and Environmental Design						
Area Studies						
Biological Sciences						
Business and Management		1				1
Communications						
Computer and Information Sciences						
Education	14	11		2	1	28
Engineering	1	1			1	3
Fine and Applied Arts		1				1
Foreign Languages	3	3				6
Health Professions	3	2			1	6
Home Economics	1					1
Law						
Letters						
Library Science						
Mathematics						
Physcial Sciences						
Psychology	1			1		2
Public Affairs and Services	1					1
Social Sciences		1				1
Interdisciplinary Studies	1					1
TOTAL	25	20	-	3	3	51

[a] Degree Level Codes
B - Bachelor's
M - Master's
P - Professional
I - Intermediate
D - Doctoral